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A qualitative study of the faculty work culture in selected comprehensive high schools in the United States

Sandra L. Barnes
Iowa State University

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**A qualitative study of the faculty work culture in selected
comprehensive high schools in the United States**

by

Sandra L. Barnes

**A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY**

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Signature was redacted for privacy.

In Charge of Major Work

Signature was redacted for privacy.

For the Major Department

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For the Graduate College

**Iowa State University
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ABSTRACT

The purpose of this study was to examine the faculty work culture in selected comprehensive high schools in the United States. More specifically, the study was designed to describe the culture of the schools, determine the common and unique themes in the work culture, and to determine the relative strength and valence of specific school work culture elements.

Qualitative methodology was employed in this study that was conducted in two phases. During Phase I data were collected using individual and focus group interviews to gain an "emic" perspective of the shared beliefs, values, and basic assumptions held by staff that reflects the culture of their school. Certificated and non-certificated full and part-time staff members participated in the study. Across the 10 schools that participated, 355 faculty members were interviewed in the focus group sessions, and another 290 participated in the individual interviews. The second phase of the study was designed to verify the accurateness of the data collected in each school during the first phase.

The data were then analyzed by the researcher to identify the common, shared and unique themes across the 10 schools, and to provide a description of the faculty work culture in each school. To determine the extent that the culture in each school provides support for school improvement and change, a profile of each school was developed using the Culture Profile Sheet which identifies elements that are considered in the literature as productive school culture elements.

Results of the study include: Commonalities are found across schools while unique characteristics are a direct result of the culture. The majority of the schools do not have a psyche (a pervasive way of thinking) that supports school improvement and change. It is the perception of staff in these schools that they are not empowered, lack a sense of self-efficacy

that is needed to engage in school improvement initiatives, and are not optimistic about their future chances for success.

CHAPTER I. INTRODUCTION

Over the past several decades public education has been the focus of countless reform efforts at the national, state and district levels as educators, legislators, and other school stakeholders looked for ways to meet the unprecedented challenges of schooling that has placed many of America's students at risk. The National Commission on Excellence in Education's report, *A Nation At Risk* (1983), captured the attention of the nation as it criticized the academic decline of students in the American education system, and past reform initiatives that failed to produce systemic change, particularly at the high school level.

The comprehensive high school has been virtually unaffected by past reform initiatives. The literature indicates that approaches showing promise in elementary schools often fail when transferred to the more complicated environment of the high school (Neufield, Farrar, & Miles, 1983). High schools continue to operate as they always have; tracking students, 52-minute classes, lectured instruction, and ineffective teaching practices continue to stifle change and school improvement (Sizer, 1992).

There are other reasons why organizational change has been difficult to implement in comprehensive high schools. Among the most significant are size and complexity. The structure of public schools in the United States follows the comprehensive model developed by James B. Conant in the late 1950s. The criteria for the model required high schools to be large, offer diversity in course work, and provide a general education for all

students. This model, which was cost-efficient and fulfilled its objectives while serving a relatively homogeneous population, is still in existence in most high schools today.

However, over the years, schools have become greatly influenced by events in society that include: changing demographics, problems of funding, court decisions, a growing homeless population, gang violence, and a heterogeneous population with more specialized needs. Neither the schools' new clientele nor the restricted authority of school personnel fits the intended traditional operational mode of high schools. Inasmuch as large high schools may be efficient and serve a large number of students, these schools are not meeting the needs of many students and have problems with student control.

During the early 1980s, school improvement efforts were particularly directed toward secondary schools where problems were documented to be the most severe. The Carnegie Foundation, in an attempt to identify solutions to this dilemma, funded a study of high schools. Ernest Boyer, the director of the foundation, provided 10 suggested strategies for revamping and improving the American high school in a study on secondary schooling entitled *High School* (Boyer, 1983). In yet another study,Sizer (1984) bemoaned the dreadful state of affairs in comprehensive high schools in *Horace's Compromise*, one of three volumes published from *A Study of High Schools* sponsored by the National Association of Secondary School Principals. Sizer characterized the high school as an institution unwilling, unable, and uncommitted to change. A leading proponent of improving secondary schools, Sizer assumed the role of Director of the

Coalition of Essential Schools and currently leads a movement to restructure, reform, and improve the American high school. The coalition has continued to work in comprehensive high schools in an effort to implement school improvement. Yet, reports from the coalition indicated that high schools involved in their work had experienced little change and that the culture of these schools was strongly resistant to change (Muncey & McQuillan, 1993).

The shared values, beliefs and deep assumptions held by organizational members that are learned over time, passed on through the generations, and manifested in norms of group behavior represent the organization's culture (Schein, 1992). Organizational culture has been recognized as a catalyst for productivity and change in business and industry, but school culture has received scant attention in school reform initiatives, particularly the faculty work culture in comprehensive high schools, which is central to this research.

Culture exhibits a pattern of shared assumptions learned by group members as they solve problems of external adaptation and internal integration (Schein, 1992). These basic assumptions are considered valid and taught to new members as the correct way to think, perceive, and feel only if group members have worked well in solving problems associated with those assumptions (Schein, 1992). These shared assumptions and meanings have strong implications for developing faculty work culture as a means of school improvement and change.

Past reform efforts have failed to utilize teachers as a resource for reform. Combs (1988) concluded that "No matter how promising a strategy for reform, if it is not

incorporated into teachers' personal belief system it will be unlikely to affect behavior in the desired direction" (p. 39). Fullan (1991) noted that many education reforms have failed in the past because they have ignored teachers and their workplace. Fullan further suggested a number of strategies that have implications for involving faculty in school reform and improving the work culture, which ultimately leads to student achievement, such as; creating opportunities for teacher involvement and leadership, encouraging collaboration and individual efforts, and discouraging isolation which often leads to a resistance to innovation.

Administrators and teachers must know the values and beliefs that support collaboration and inspire teachers to seek effective teaching and school strategies. Schools must develop a culture that helps them succeed with children who are at-risk, those who are talented and gifted, and the large segment of youngsters in the middle.

The school workplace is a social and psychological setting in which teachers construct and develop a sense of practice, of professional efficacy, and of professional community (McLaughlin, 1993). In this aspect of the workplace, the nature of the professional community (culture) that exists appears more critical to the character of teaching and learning for teachers and their students than any other factor.

Sergiovanni (1994) insisted that building community in schools requires faculty members to develop a "community of mind" which is represented by shared values, conceptions, and ideas about schooling and human nature. Community creates a bond

between teachers and students that lifts them to higher levels of self-understanding, commitment, and performance. Understanding the school culture is vital to improving comprehensive high schools.

School culture has been linked to productivity in terms of student test scores, teacher morale, faculty turnover, motivation, and public confidence and support (Deal & Peterson, 1990). Early researchers (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979) identifying effective schools and those schools that enhanced student achievement, reported that school culture explains much of the differences between schools that improved and schools that declined. If efforts to reform secondary schools are to be successful, then educators must better understand the work culture of the school and learn how to provide an environment that supports organizational change and enhances the productivity of staff.

To improve secondary schools, those with a vested interest must understand the faculty work culture and believe that changing the beliefs of faculty requires creating conditions for change rather than imposing reforms. Sweeney (1986) cautioned: "Shaping the school's culture is not a panacea, but it is a systematic approach to transforming men and women from workers into committed, purposeful, and successful members of the most dynamic and important force in our society" (p. 142). Strengthening the faculty work culture is the key to school improvement and academic excellence in America's comprehensive high schools.

Statement of the Problem

American high schools are under great pressure to improve. Early reform efforts have produced some changes in comprehensive high schools; however, it appears very little significant systemic change has occurred. Missing from those reforms was the strategy to identify and learn more about the faculty work culture. The shared belief system of members that impact the culture determines to what extent these schools are receptive to schoolwide excellence and change.

There is a lack of culture research in high schools, more specifically, in the faculty work culture within these schools. By examining the work culture of those who carry out the daily mission of education, educators can begin to understand how to focus efforts toward lasting organizational change and continuous school improvement.

Decisions to improve schools must be based on an analysis of data. Information from those most affected by change, and how it affects them in their workplace provides the data vital to this analysis. The prevailing sentiments and norms of those in the work place may produce an accurate description of the school work culture. Successful schools will have a strong and functional culture. It is this kind of culture that is needed to promote an environment conducive to academic excellence and change.

The culture audit, a systematic approach to examining the prevailing perceptions of those in the workplace, uncovers elements within the culture that may need to be discarded and replaced by new practices in order to facilitate schoolwide excellence and change. The

problem for this study is to determine the faculty work culture of 10 comprehensive high schools and some elements of the culture that influence the work culture.

Purpose of the Study

This study is designed to examine the work culture of teachers in 10 comprehensive high schools across the United States. The primary purpose of this study is to identify the school work culture in specific terms and to identify specific elements of the work culture. More specifically, the study is designed to determine:

1. The relative strength and valence of specific school work culture elements and of other culture elements;
2. The relative strength and valence of specific factors in these work culture elements and of other culture factors;
3. The common, shared, and unique elements in the work culture of these 10 comprehensive high schools; and
4. The work culture of the 10 comprehensive high schools and their similarities and differences.

Research Questions

Research questions provide the study direction and the needed boundaries for the investigation. Below are the research questions that were used to guide the investigation of work culture in the 10 comprehensive high schools.

1. What are the relative strengths and valences of the faculty work culture elements?
2. What are the relative strengths of factors in the faculty work culture elements?
3. What other school work culture elements or factors are salient in these high schools?
4. What is the work culture of each of the 10 schools and to what extent are these cultures similar or different?
5. Are there any school work culture elements and factors that exhibit common strength and valence across these schools?
6. What are the common elements and factors that appear to be unique to individual schools?

Assumptions

This study was predicated on the following basic assumptions:

1. Collective shared assumptions exists within schools that facilitate reasoning and the ability of staff to solve problems.
2. School culture is important to school improvement and change.
3. School culture can be identified by gaining an understanding of the pervasive values, beliefs, and deep assumptions of those within the organization.
4. School culture has a direct impact on teacher engagement which results in student engagement and student achievement.

5. Participants in the study will understand and interpret the questions as intended by the researcher.
6. Participants will respond to the interview questions in a manner that reflects their values and perceptions.
7. “Culture” includes all citizens of the school; however, the focus of this study was on a “slice” of the total culture--the faculty.

Definition of Terms

Basic Assumptions: Implicit assumptions held by group members that guide group behavior.

Beliefs: Faith or convictions that certain things are true and represent for staff reality within their organization.

Comprehensive High School: A public high school that is expected to provide education to all the youth living in a town, city, or district.

Faculty Work Culture: Composite of faculty, beliefs, values, and basic assumptions influencing the tasks performed and the density, intensity and duration of faculty task performance.

Faculty Work Culture Elements: A specific set of values, beliefs, and basic assumptions that comprise the faculty work culture.

Norms: Shared understandings of a group. The standards, models, or patterns of a group. Behavior that is anticipated and expected by the group and its members.

Organizational Culture: A patterning and integration of activities and interrelationships between persons and groups derived from shared basic assumptions which are manifested through norms of behavior.

Respondents: Any person who responded to queries presented by an investigator. In this study, the terms participant, member and interviewee are synonymous to respondent.

Relevant Strength of Work Culture: The extent to which specific values, beliefs and norms are present across the faculty.

Valence: The extent to which work culture elements are positive or negative.

Values: Acts, customs, institutions, etc., regarded in a particular, especially favorable way, by a group of people; what people think ought to be.

CHAPTER II. REVIEW OF RELATED LITERATURE

The review of literature for this study provides an understanding of culture, how it affects organizational life, recent research in school culture, and methods used to study school culture. The review also reveals how organizational culture is derived from the broader concept of culture which originated in anthropology and sociology. This section includes a discussion of: (a) Culture, (b) Organizational culture, (c) Faculty work culture, and (d) Qualitative methods used to examine school culture.

Culture

Based on culture, the human pattern of life is the distinctive feature that makes human beings different from animals. Anthropologists and sociologists agree that culture is the single most important insight that has marked the development of the study of humankind (Pelto, 1965). From ethnographic and cross-cultural research, both anthropology and sociology have identified the culture of societies and communities as an important factor in determining individual and group behavior.

A century ago, British anthropologist Edward B. Tylor introduced the word "culture" into the English language. Tylor defined culture as "the complex whole which includes knowledge, beliefs, art, morals, law, custom and many other capabilities and habits acquired by man as a member of society" (cited in Barnouw, 1971, p. 30). Since then, over 250 definitions of culture have been reported (Moore, 1980). Although the definition

formulated by Tylor has had a major influence on the study of culture, no consensus or universal definition of culture has been reached (Moore, 1980).

In an exhaustive review of the literature, Moore (1980) examined the major definitions of culture in depth in an attempt to show the need for a universal theory of culture. Divided into six categories, the definitions provide an historical sense of culture, as well as an understanding of developments in anthropology, sociology, and psychology which influenced the idea of culture. The categories are as follows: (a) *descriptive definitions* that emphasize the enumeration of the components or content of culture, such as, values, artifacts, and customs; (b) *historical definitions*, which focus on tradition and social heritage is considered a process of reception and preservation of culture; (c) *normative definitions* which concentrate on rules, ideals, or life ways in addition to behavior as a result of such foci; (d) psychological definitions that place emphasis on learning, on habit, and on culture as a problem solving device; (e) *structural definitions* which do not enumerate content but emphasize the conceptual aspects of culture and offer structure, patterning and organization as configurations that are amenable to objective study; and (f) *genetic definitions* that focus on culture as a product, artifact, idea or symbol. An example of a genetic definition is any part of the environment that is created by man being considered culture (Moore, 1980).

Researchers who study culture have developed many definitions for the concept of culture. However, they fall short of developing a theory of culture (Moore, 1980).

Perhaps the closest scholars have come to agreeing on a general definition of culture is

Kroeber and Kluckhohn's (1952) formulation of the central idea of culture:

Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i.e., historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other as conditioning elements of further action. (p. 45)

A clarification of the culture concept emerges only as the elements of universal cultural patterns are defined and the nature and specific properties of culture such as the individual, the interrelations of cultural forms, variability, and implicit cultural meanings are understood (Moore, 1980).

However, there are major themes found in the literature that are helpful in understanding and utilizing culture, and which have important implications for understanding culture in organizations. The key themes are: (a) culture is a complex whole, (b) culture is learned, (c) culture is shared by its members, (d) culture is cumulative, (e) culture is diverse; (f) culture is useful to society, (g) cultures do change, and (h) culture can be studied empirically. The themes are discussed as follows.

Culture is a Complex Whole

Any study of culture must consider the whole and not attempt to explain individual parts until their relationship to the whole has been made clear (Schein, 1992; Schusky, 1967). Schein (1992) pointed out that culture is so pervasive that it ultimately embraces everything that a group is concerned about and must deal with. In explaining the whole of

culture, Dobbert (1982) asserted that culture is the historically patterned way of life made up of ideologies, formally and informally established interrelationships between persons and groups, and material goods and technologies that are all systematically related to form an integrated whole. Since everything is related in a cultural system, nothing exists apart from the social organization, or from ideas and beliefs (White, 1973). Thus, changes in one aspect of the cultural system generally lead to changes in other segments due to the interconnectedness of the system (Pelto, 1965; Senge, 1990).

Following an extensive literature review of culture definitions, Moore (1980) concluded that links between categories, and the overlapping of definitions, strengthen the case for the understanding of relationships. The links are considered the glue which holds the parts together and keeps the constantly changing dimensions cohesive. Moore stated, "Parts do not cause a whole, but comprise it" (p. 53).

Culture is Learned

Authorities on culture refer to it as man's learned behavior, acquired by knowledge and experience, as opposed to inborn genetically determined behavior (Barnouw, 1971; Keesing, 1958; Pelto, 1965; Schusky & Culbert, 1967; Spradley, 1979; White, 1973). Schein (1992) pointed out that cultural learning takes place as group members interact socially and engage in a complex learning process that allows the group to solve its problems as it learns. The processes include learning to adapt to the external environment and understanding rules that define relationships within the group (Schein, 1992).

According to Schein (1992), “Culture ultimately reflects the group's effort to cope and learn and is the residue of the learning process” (p. 68). All people learn their culture by observing other people, listening to them, and making inferences (Spradley, 1979).

The manner in which culture is transmitted and the way members derive meaning from their experiences within the cultural milieu is essentially tacit or implied (Geertz, 1973; Hall, 1976; Schein, 1985). However, much is learned by imitation and language (what people see, hear, do and say), during everyday practices, through rituals and through customs (Barnouw, 1971; Pelto, 1965; Schusky & Culbert, 1967). Culture is also learned through a connection made between behaviors and consequences, and learning those behaviors and consequences aids in building the individual's generic construct of what is important to the group (Schein, 1992; Schneider, 1990).

Culture is Shared

Schein (1992) pointed out that culture is shared basic assumptions and, therefore, is attributed to groups of people rather than to individuals. Individual habits are not part of a culture because they are not shared, but once they are learned by others and become customary actions of the group they are then considered a part of the culture (Schein, 1992). People who share standards of behavior and have common ways of interpreting the circumstances of their lives do so by using cultural knowledge (Denison, 1990; Schein, 1992).

Thus, culture is a way of life, the accumulated shared learning of a group. Culture incorporates the behavioral, emotional, and cognitive elements of group members' total psychological functioning (Schein, 1992). Additionally, symbols and signs convey shared meanings that become a fabric of meaning which helps people interpret experiences and guide their actions (Geertz, 1973).

Culture is Cumulative

Culture is successively learned by each generation (Mead 1937). It is all of the habits and ideas which are learned, shared and passed on to newcomers (Linton, 1945; Schein, 1992). Knowledge is stored and passed on as new knowledge is constantly being added to what already exists (Schusky & Culbert, 1967). Thus, culture builds upon culture and any new invention may serve as a stepping-stone to further inventions or may be discarded when it no longer proves useful (Schusky & Culbert, 1967).

Culture is Diverse

The sum total of human culture is comprised of a number of cultures (Schusky & Culbert, 1967). This pluralistic view of culture implies that members of a larger group can also belong to a smaller group within the same society (Sackmann, 1991). As a normal process of evolution, over time any social unit will produce subunits that will produce subcultures (Schein, 1992). Different subgroups in a culture may have widely disparate attitudes about the surface level of their structure (configurations) and function (social

reactions), but they generally share a deeper, subconscious meaning about these cultural elements (Fetterman, 1989).

Researchers have used criteria such as ethnicity, occupation, wealth, status, age, and gender to highlight subcultural differences between people who share a common culture. These distinctions have been useful to the extent that they have helped researchers gain a broad understanding of the diversity of culture within groups and complex societies (Chambers, 1985).

Culture is Useful to Society

Human society and culture are intimately intertwined aspects of complex phenomena that regularly occur only in association, one dependent on the other (Kroeber, 1948). Culture is a social process where members learn and share worldviews, assumptions, values, behavioral norms, patterns of activities and material artifacts, all of which combine to constitute the social heritage of a society which is passed on through generations (Pelto, 1965; Schneider, 1990).

Culture allows individuals and groups to adapt quickly to an environment by providing stability, meaning and predictability to members of a group based on past decisions which have been proven effective (Schein, 1992). It also acts as a mechanism of social control and can be the basis of explicitly directing members of a given culture into perceiving, thinking, and feeling in certain ways (Van Maanen & Kunda, 1989).

According to Pelto (1967), “Every human cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge available to the given community” (p. 71). Based on history and shared experiences, what might be normal and acceptable in one society may be quite the opposite in the context of another society.

Culture is useful to society because it acts as a normative glue that holds groups together based on shared values and beliefs, thereby serving four purposes: (a) it establishes a sense of identity, (b) it facilitates commitment to an entity, (c) it enhances the stability of a group's social system, and (d) it is a sense-making device that guides and shapes behavior (Pascale & Athos, 1981; Smircich, 1983). No human social system exists without culture.

Cultures do Change

Researchers agree that cultures are not static but they are dynamic complexities with the capacity for change (Schein, 1992; Schneider, 1990; Sweeney, 1993). Since culture is learned, it evolves with new experiences and, therefore, it can be changed. Change can occur as a result of internal invention and development, or through acculturation which involves prolonged contact with other cultures resulting in cultural pattern changes (Barnouw, 1971; Schusky & Culbert, 1967).

Moore (1980) noted that culture is a continuum which undergoes a constant state of change, in both configuration and rate of change. The rate at which changes in culture occur depends on the adaptability of the social group. For example, differing rates of change

occur when there is a gap between technological advances and need. That gap is often referred to as "culture lag" which describes the lag between technological change and the adaption of society to the new technology.

Changing an established culture involves learning new sets of appropriate behaviors as a result of a change in beliefs and values of group members, which ultimately changes the culture (Schneider, 1990). However, all human systems attempt to maintain a state of equilibrium and to reinforce existing values, beliefs and norms, which could explain the resistance some cultures exhibit when confronted with change.

Culture can be Studied Empirically

For years social science research has been directed toward the task of testing formal theories. An alternative to formal theories, and a strategy that reduces ethnocentrism, is to develop theories "grounded" in empirical data of cultural description (Spradley, 1979). Qualitative studies yield empirical data about the lives of people in specific situations (Spradley, 1979). Fetterman (1989) contends that people act on perceptions, and those actions have real consequences, thus, the subjective reality is no less real than an objectively defined and measured reality.

Culture, the knowledge members of a group have learned cannot be observed directly (Spradley, 1979). However, authorities on culture indicate that methods of investigation such as in-depth interviews provide empirical data upon which conclusions about culture can be reached (Bogdan & Biklen, 1992; Fetterman, 1989; Marshall &

Rossman, 1989; Patton, 1980; Schein, 1992; Schneider, 1990). Interviewing is designed to aid in understanding in great detail how people think and how they come to develop the perspectives they hold. Use of open-ended questions allows participants to answer from their own frame of reference (emic perspective), and gives meaning to the cultural scene. This type of questioning is preferred to having ideas structured by prearranged questions which tend to influence participants' perceptions (Bogdan & Biklen, 1992). Finally, during analysis of the data, the perspective of the researcher (etic perspective) is combined with the participants' point of view (emic perspective) to determine meaning.

Organizational Culture

Organizational culture is a relatively young phenomenon and its meaning is still being refined in the literature. The discussion that follows first presents literature relevant to the meaning and importance of culture in organizations. Next, similarities between organizational culture and organizational climate are discussed with an explanation of why the two concepts are often confused and the need for a distinction to be made between the two. The evolution of the developmental stages of organizational culture concludes the discussion in this section.

A number of authorities on organizational culture have documented the importance and impact of culture within organizations (Goens & Clover, 1991; Deal & Kennedy, 1982; Denison, 1990; Kilmann, 1985; Ouchi, 1981; Pettigrew, 1979; Sackmann, 1990; Sathe, 1983; Schneider, 1990; Schein, 1992; Sweeney, 1986, 1991). This section of the literature

review on organizational culture leans heavily on the work of Denison (1990), Kilmann (1984; 1985), Schein (1992), and Schneider (1990) who have completed the seminal work on organizational culture.

Kilmann et al. (1985) defined culture as “. . . the shared philosophies, ideologies, values, assumptions, beliefs, expectation, attitudes, and norms that knit a community together” (p. 5). According to Kilmann, these interrelated psychological qualities reveal a group's agreement, implicit or explicit, on how to approach decisions, and the way things are done in general within the organization.

Each organization has a culture of its own. Culture is the social energy that catalyzes an organization into action by providing meaning and direction (Kilmann, 1984). That energy is derived from shared commitments among group members and emanates from mutual influence. Culture also promotes behaviors that either allow organizations to flourish or on the other hand, pressure members into exhibiting behaviors that may be dysfunctional, rendering an organization ineffective (Kilmann, 1984).

Denison (1990) defined organizational culture similarly as the underlying values, beliefs and principles that serve as a foundation for an organization's management system, management practices, and behaviors that exemplify and reinforce those basic principles. These principles and practices endure because they have meaning for the organization's members. Denison also noted that, when linking organizations to effectiveness, it is

important to understand that the values, beliefs, and meanings that underlie a social system are the primary source of motivated and coordinated activity.

Organizational culture addresses the values and assumptions that characterize different organizations for their members. Schein (1992), a recognized authority on organizational culture, explained that to understand the essence of culture, certain elements must be considered. They are as follows: (a) a history of shared learning experiences by the group which implies stability of membership, (b) patterning or integration of elements into a larger paradigm tie together the various elements (values, rituals, behaviors, norms, ideas) to make a coherent whole, and (c) shared basic assumptions that allow learning to take place at a conceptual level. Schein's definition of organizational culture is drawn from Kroeber and Kluckhohn's conception of culture and states:

A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p. 12)

In addition, Schein's definition parallels Kroeber and Kluckhohn's earlier 1950s definition in that organizational culture, like any culture, consists of ideas and their attached values and suggests that cultural systems are products of action and conditioning elements of further action.

Once a group has sufficient history and has developed shared basic assumptions, organizational culture exists at three different levels (Schein, 1992). Level one, which consists of artifacts such as language, behavior patterns, art and technology is the visible

manifestations of culture. Level two consists of espoused values which remain at the conscious level of thought and emerge in the form of organizational goals and philosophies. Finally, level three holds the unconscious, taken-for-granted beliefs, perceptions and assumptions which implicitly guide group behavior.

Similarities of Organizational Culture and Climate

Organizational culture has been often confused with, or used interchangeably with another organizational concept--climate (Denison, 1990). Organizational climate has been used in organizational theory and management development literature since 1939. It was introduced in an article by Lewin, entitled "Patterns of Aggressive Behavior in Experimentally Created 'Social Climates'" and explicated in McGregor's 1960 landmark book, *The Human Side of Enterprise* (cited in Schneider, 1990).

Some experts consider climate to be an all inclusive concept. Denison (1990) reported that climate has two distinctly different meanings in the literature. While the first definition is the most widely agreed upon, the second definition of organizational climate is often confused with organizational culture. In the first definition, climate is the shared perceptions of the way things are in an organization or how members experience and react to situations in the organization (Denison, 1990; Schneider, 1990). Climate in this sense is associated with morale and feelings and includes the pleasure, satisfaction, anger, disappointment, joy and frustration which result from an organization's successes, failures, accomplishments and hard work (*Human Synergistics*, 1987).

In the second definition, organizational climate is defined as conditions that exists and has an impact on individual behavior (Denison, 1990). An example is the social distance required by status differences. Schneider (1990) concluded that "Climate is shared perceptions of organizational policies, practices and procedures, both formal and informal" (p. 22).

It is important to understand organizational climate because of its impact on the members of an organization. Organizational climate tends to be unstable; it can change from day-to-day based on new knowledge or a given situation that might affect the perceptions of those within the organization (Sweeney, 1990).

In summary, organizational culture and climate share similar characteristics and are two complementary fields of study. Denison (1990) identified three basic similarities that may contribute to the confusion of the two concepts. These similarities indicate that both concepts:

1. Focus on organizational-level behavioral characteristics and imply that organizational units are viable levels for the analysis of behavior;
2. Cover a wide range of phenomena from underlying assumptions to group behavior; and
3. Share a similar dilemma; they must explain the ways in which the behavioral characteristics of a system affect the behavior of individuals, while at the same time explain

the way in which the behavior of individuals, over time, creates the characteristics of an organizational system.

In conclusion, a clear differentiation in the meaning of the two concepts is essential if either term is to be useful. Schein (1985) insists that “If we are to get any benefit from the concept [culture], we must first build a common frame of reference for analyzing it and we must use it in a theoretically appropriate manner” (p. 24). Studying the culture of organizations leads to an understanding of the hidden and complex aspects of organizational life, aids in recognizing issues of priority for leaders and leadership, and facilitates a systems thinking approach to management, problem solving, and change.

Evolution of Organizational Culture

Concepts that apply to organizational science display a predictable developmental pattern characterized by a series of definable stages (Schneider, 1990). This section of the literature explains the stages of development and traces the history of organizational culture. The discussion will refer to the development of organizational climate at times as a comparison to the development stages of organizational culture. A three-stage model of concept evolution developed by Reichers and Schneider (1990) provided an explanation of the evolution of organizational culture.

Stage one - concept development. This stage is characterized by the introduction and elaboration of the concept. At this stage the concept is invented, discovered or borrowed from another field. It is during this stage that the concept is legitimized by

articles to educate the readership of the concept's definition, importance, and its utility for integrating and/or understanding previously vague ideas of disparate findings (Schneider, 1990). Additionally, the concept is operationalized and treated as an independent or dependent variable.

Organizational culture has not enjoyed the same longevity in the literature as organizational climate. It was not until 1979 that Pettigrew published an article in *Administrative Science Quarterly* introducing the concept of culture into the organizational literature and showing how the anthropological concepts of symbolism, myth and rituals could be used in organizational analysis (Schneider, 1990). This article, which marked the beginning of the explication and study of culture in organizations, came almost 40 years after the first article on organizational climate appeared in the literature.

From 1979 to 1985, a total of 22 articles appeared in stage one, including: (a) "Corporate Cultures: The Rites and Rituals of Corporate Life" (Deal & Kennedy, 1982) in which the primary emphasis was an extensive discussion of the nature of culture, types of culture and managing culture; (b) "Concepts of Culture and Organizational Analysis" (Smircich, 1983) which introduced and explained the concept from a variety of perspectives; (c) "The Role of the Founder in Creating Organizational Culture" (Schein, 1983) which offered extensive definitions of culture and the discussion of its etiology and transmission; (d) "Studying Organizational Culture Through Rites and Ceremonies" (Trice, & Beyer, 1984) which offered more definitions of culture, and (e) "Organizational Culture"

(Frost, Moore, Louis, Lundberg, & Martin, 1985) in which a series of chapters focused on definitions of culture and on issues of managing, studying, and linking organizational culture to societal culture.

The number of articles on organizational culture appearing at this stage more than doubled the number of articles on organizational climate at stage one. This is partly due to the fact that climate is indigenous to organizations and to organizational psychology and organizational behavior, while the concept of culture is borrowed from cultural anthropology, thereby requiring extensive explanation to introduce it into the organizational arena (Schneider, 1990).

Stage two - evaluation and augmentation. During stage two critical reviews of the concept appear. Schneider (1990) noted issues concerning faulty conceptualization, inadequate operationalization, and equivocal empirical results are addressed in articles. Data are presented that support the concept and demonstrate its distinctiveness from other similar concepts. Reconceptualizations of the concept appear, and it is applied to a number of theoretical and/or practical problems. Reviews that appear at stage two tend to elaborate the construct through application to other organizational problems or theoretical domains rather than evaluating or critiquing the construct per se.

During stage two, from 1983 to 1989, 12 such reviews were written on organizational culture. Included among these reviews were: (a) *Efficient cultures: Exploring the relationship between culture and organizational performance* explored the

conditions that gave rise to strong cultures and delineated ways in which culture contributed to efficiency (Wilkins & Ouchi, 1983), (b) *Organizational culture and leadership: A dynamic view* focused on the role of the leader in cultural exchange (Schein, 1985), (c) *Culture and related corporate realities* employed a cultural perspective on problems of organizational entry, establishment, and change (Sathe, 1985), and (d) *The organizational culture perspective* explored various definitions and defined attributes of culture as well as culture formation, management, and change (Ott, 1989).

Stage three - consolidation and accommodation. During this stage, controversies of the concept of culture subside and reviews of the literature state in matter of fact terminology what is and is not known regarding the concept in question (Reichers & Schneider, 1990). Definitions are accepted and a few operationalizations predominate. Organizational culture is still in stage two of concept development.

In summary, numerous articles written at stage one development of organizational culture introduced the anthropological concept into organizational literature. From 1979 to 1985, 22 articles appeared explaining organizational culture from a variety of perspectives and linking it to societal culture, management, myths, rites and language. The early 1980s marked the beginning of the second stage of development of organizational culture and the beginning of empirical research on the concept. However, there has been a dearth of empirical research and critical reviews on organizational culture at stage two (Schneider, 1990). More empirical research on organizational culture is needed before the concept can

move on to the third stage of development. Schneider (1990) concluded that, in most cases, concept acceptance is signaled by its inclusion in general models of individual and/or organizational behavior.

School Work Culture

The study of school culture has drawn much of its momentum from the work on organizational culture in business and industry. For decades culture has been recognized in the business community as a major factor in the success equation of effective organizations. During the early 1980s, events that sparked a culture revival in organizations and drew attention to culture as an organizational competitive edge, included increased competition by the Japanese in world markets, and the release of three major books that targeted the business community. These books are as follows:

1. *In Search of Excellence* (Peters & Waterman, 1982) in which the authors' objective was to determine why some companies were more successful than others. They discovered instead that it was the people in those organizations who made the difference, which led them to conclude that strong, cohesive cultures inspire high performance and productivity;

2. *Corporate Cultures* (Deal & Kennedy, 1982) concluded that culture is a cohesion of values, myths, heroes, and symbols that help communicate the purpose and goals of the organization. Furthermore, the authors asserted that the culture of an

organization can be predicted and diagnosed, and that culture has a very strong influence on behavior over time, and

3. *Theory Z* (Ouchi, 1981) revealed that success in effective companies in Japan and America were the function of a distinctive corporate culture. A Theory Z culture has a distinct set of values that include trust, personal relationships, and commitment to people.

Educators have now expanded their focus in recent times to include the concept of culture. School culture, like organizational culture, is defined as shared beliefs, values, and basic assumptions that are learned over time, and proven useful as members solve problems of external adaptation and internal integration. Solutions that are considered successful by faculty members are passed along to new members as the correct to do things in the school. Beliefs, values, and basic assumptions are manifested through norms of behavior and serve to guide and direct members of the group (Taylor, 1991).

Beliefs are tenets, opinions, or judgments that result in a conviction or acceptance that certain things are true or real within the organization. Values are the social principles, goals or standards held or accepted by an individual, faculty, or society that direct the choices people make. Basic assumptions are unconscious, taken for granted beliefs, perceptions, thoughts and feelings that are neither confronted nor debated, and hence are extremely difficult to change (Schein, 1992). The power of culture comes about through the fact that assumptions are shared and therefore mutually reinforced (Schein, 1992).

Last, normative behaviors are the unwritten rules of behavior displayed by members of the organization.

School culture helps to explain why classrooms and schools exhibit common and stable patterns across variable conditions (Meyer & Rowan, 1983). Culture gives meaning to instructional activity and provides a symbolic link between action and results. It provides the symbolic facade that evokes faith and confidence among outsiders with a stake in education (Meyer & Rowan, 1983). Finally, culture reveals what matters most to teachers in their conception of practice, and of what transpires in their workplace (McLaughlin, 1993).

Productive school cultures have been linked to productivity in terms of student test scores, public confidence and support, teacher morale, turnover, motivation, and collegiality (Deal & Peterson, 1990). Findings from research studies such as *Fifteen Thousand Hours* (Rutter, Maughan, Mortimore, & Ouston, 1979), *The Good High School* (Lightfoot, 1983), and the team of Brookover, Beady, Flood, Schweitzer, and Wisenbaker (1979) provide support that culture has a profound effect on the productivity of schools. The extensive study of 12 secondary schools in poor London neighborhoods, *Fifteen Thousand Hours*, revealed that the differences in schools were not just a reflection of the intake patterns (Rutter et al., 1979). The study concluded that the schools' "ethos" (set of values, attitudes, and norms of behavior of the school as a whole) affected the differences between students' performances across schools.

Lightfoot (1983) conducted a study of six high schools, all having the reputation of excellence, titled *The Good High School*. This study explored the "goodness" of schools, also characterized as the "ethos" or the mixture of parts that make the whole, which includes people, ideology, intellectual substance, values, motivation and will. Lightfoot's study supports the importance of culture as a quality of schools by concluding that "one has little understanding of how to interpret a behavior, an attitude, a value unless we see it embedded in a context and have some idea of the history and evolution of the ideals and norms of the setting" (p. 23). Standards that define schools are derived from internal and external sources, past and present realities, and from projected future goals (Lightfoot, 1983).

The research team of Brookover, Beady, Flood, Schweitzer, and Wisenbaker (1979) showed that the social systems of schools (norms and expectations of the students and staff concerning the educational process) explains the differences in achievement better than does family background. They also express the belief that school culture (social systems) explains much of the differences between schools that were improving schools and schools that were declining schools.

There is no correct or incorrect culture. However, not every school culture is functional. Some school cultures are weak; some strong ones may be negative (Deal & Peterson, 1990). The stronger the culture the harder it is to change. Dysfunctional school cultures influence ideas, actions, and productivity in negative ways (Goens & Clover,

1991). When the culture of a school is disruptive and unable to build a common understanding or cohesion, the school will not be successful. Schools that have no belief about how to succeed cannot agree on what they stand for. Departments or grade levels that have conflicting beliefs and do not work toward unified ends have trouble being successful (Goens & Clover, 1991).

In schools where the culture becomes chronically dysfunctional, it is the result of a series of crisis resolutions which produces a systematic bias in how problems are responded to (Schein, 1992). Crisis situations provide opportunities for culture building and reveal those aspects of the culture previously established (Schein, 1992). Furthermore, it is this area of organizational adaptation that is most important to analyze, understand, and if possible, manage (Schein, 1992).

Productive School Culture Elements

Limited attempts have been made to assess the culture of schools. Taylor (1991) developed the *School Culture Audit*, a survey instrument designed to assess key values and behavioral norms in schools. Taylor's instrument identified values and norms of behavior that reflect key constructs and indicators to organizational success. The values and norms included: Motivation, Group Support, Enabling, and Productivity. Several indicators are associated with each construct, such as, respect, collegiality, caring, and belonging that when combined represents a concept entitled, Productive School Culture (PSC) which assesses school culture.

The *School Culture Profile* (Sweeney, 1994), adapted from Taylor's School Culture Audit was used in the analysis of data that emerged from this qualitative study of selected comprehensive high schools, and was designed to help determine the extent to which the collective beliefs, values, and deep assumptions held by staff promote excellence and change. Elements identified on the *School Culture Profile* that contribute to an effective work culture in schools are as follows: (a) The Psyche, (b) Group Support, (c) Student Orientation, and (d) Success Orientation. The following discussion explains the four elements and the indicators related to each.

The psyche. The psyche reflects the personality of the school. It is the sum of all personalities in the work unit. Beliefs, values, attitudes, traits and characteristics interact and produce a unique personality not unlike a human personality (Sweeney, 1994). It influences how people see the world around them, react to each other, leadership, school improvement, and change.

Four concepts represent the psyche; self-esteem, self-efficacy, empowerment, and optimism. First, self-esteem is related to feelings of self-worth. The self-esteem of staff may influence job effectiveness. Next, self-efficacy reflects the self perception in one's ability to successfully perform a behavior (Bandura, 1977). Bandura emphasizes that self-efficacy is influenced by past experiences and by one's attribution of success to chance or skill. Empowerment, the third aspect of the psyche, reflects the belief of staff that they have the right to act or the degree to which members of an organization has the expertise,

commitment and freedom to control their own destiny. Maeroff (1988) suggests that teacher empowerment translates to professionalism. Professionals have a sense of authority about their work and are recognized as experts. Maeroff also suggests that strengthening the knowledge base of teachers, and developing collegial relationships among school staff facilitates teacher empowerment. Finally, optimism is the tendency to take the most hopeful view of matters of to expect the best outcome.

Group support. The degree to which members of an organization work together to achieve the goals of the organization represents group support. Group support is a source of job satisfaction and is important in dealing with challenges that are job related. The five aspects of group support in this study are: (a) caring--interest or concern for others, (b) respect--holding others in high regard, (c) support--help and comfort provided to individuals, (d) team--working together to achieve results, and (e) family--the extent to which group hangs together.

Schools with a caring environment represent a positive motivation culture. Through great enthusiasm and commitment, the positive motivation culture within the group enables it to reach the goals of the organization through the productivity, innovation, and self-initiation of its members. On a larger scale, if the member of an organization plan to be part of a community, then they must accept the challenge to do what it takes for the community to succeed (Barker, 1992). At the heart of caring schools are relationships with teachers,

parents, and students characterized by nurturing, altruistic love, and kinshiplike connections (Sergiovanni, 1994).

Collegiality is another vital element of a positive group support culture.

Characteristics of a collegial group include honest, camaraderie, support, cooperation, and synergy (Cunningham & Gresso, 1994). Although immense effort can be made to individually solve one's own problems, as a group, members are able to put forth great energies which result in solutions far greater than the sum of all the individual efforts, thus rendering the collegiality of the group so important (Covey, 1989). Other benefits of group support in organizations are dignity, team spirit, and respect which come as a by-product of hard work, making the relationship between members and the organization mutually beneficial and satisfying. Organizations which do not promote mutual dignity, a sense of team, and respect have members who express little concern (Allen & Pilnick, 1983).

Student orientation. The degree to which the members of an organization focus on assisting students to achieve the important outcomes of the organization is defined as results orientation (Wessels, 1993). Persons who are concerned with results orientation develop a delivery system that instills the outcomes of significance. Enhancing student success in acquiring the outcomes of significance involves developing instructional materials that engage students in learning, developing effective classroom and student management strategies.

Success orientation. The commitment of staff toward school excellence and change determines their orientation to success. There are five characteristics of success orientation, they are: (a) achievement orientation--striving for accomplishment of outcomes, (b) change orientation-- open to and eager to try new ideas and practice, (c) results orientation--focusing on outcomes and consequences, (d) continuous improvement--constant striving to improve processes and results, and (e) responsibility--acceptance of obligation or duty.

Achievement and results orientation are two culture elements that represent the primary focus of all educational organizations. Schools possessing a strong and positive achievement orientation usually display a dissatisfaction towards mediocrity. Schools with negative performance norms tend to indicate an acceptance of "good enough" with vague or undefined expectations (Allen & Pilnick, 1983). A positive orientation toward achievement, developing knowledge and skills of students, and striving for the accomplishment of outcomes sets the tone for a positive faculty work culture and shows students and parents that high achievement is valued and becomes the norm.

The extent to which faculty members are open to and eager to try new ideas and practices is termed change orientation. Because change commands people to alter or modify their beliefs and ways of doing things, change can threaten culture. Organizations that are least segmented have integrating structures and cultures that emphasize pride,

commitment, collaboration, and teamwork, and exhibit the highest proportion of innovative accomplishments (Kanter, 1984).

Effective cultures support long-term continuous improvement. Continuous improvement creates a systematic, cumulative improvement of education practice, as opposed to unrelated programs (Cunningham & Gresso, 1994). The culture of improvement provides stable building blocks, facilitating a sense of success and confidence in cumulative innovation (Cunningham & Gresso, 1994).

An important component of high achievement in a faculty work culture is accepting responsibility for the success of the school. By accepting responsibility for high achievement, faculty members do what it takes to provide learning that meets high achievement expectations. Successful schools believe that there should be clear performance rules and that everyone should have clear and helpful performance feedback to succeed (Deal & Peterson 1990).

Summary

Culture and human society are intrinsically linked. Culture has proven to be an important determinant in the study of behavior in the fields of anthropology and sociology. In making the transition from the broader realm of societal studies to organizational science, the concept of culture has undergone a series of definitions and evolutionary stages in the literature before being accepted as a factor contributing to organizational effectiveness.

Early research in business and private sector organizations during the 1980s focused on behavioral norms as a way to understand organizational culture. However, without understanding the values, beliefs and deep basic assumptions shared by a given group, it is difficult to know whether or not behavior regularities are cultural manifestations.

Research in schools have shown that the "ethos" or the culture appears to be the major determinant of school effectiveness and productivity. It is the premise of this study that effectiveness displayed in the school work culture is a function of the interrelation between the psyche of the people in the work culture, the extent to which there is group support for members, and their orientation to students and to success. These factors relate to two elements of culture that are a source of the school's strength and effectiveness: adaptability, the extent to which the work group in the school is able to adapt to environmental conditions and needs; and focus, the extent to which the mission has meaning and the work group is committed to that purpose and direction (Sweeney, 1994).

CHAPTER III. METHODOLOGY

This study was designed to examine the faculty work culture of staff in selected comprehensive high schools in the United States. The purpose of this section of the study is to provide a comprehensive discussion of the methodological procedures used to gather and analyze the data. This chapter is divided into the following sections: (a) Rationale for the Use of Qualitative Methods, (b) Background of the Study, (c) Sample Selection, (d) Procedures, (e) Data Collection, (f) Data Analysis, and (g) Issues of Validity and Reliability.

Rationale for the Use of Qualitative Methods

Qualitative research has the special capacity to generate as well as take problems--to be open, sensitive, and responsive to problems as they are defined by participants within an organization, not as they are presumed to be by outsiders (Little, 1993). Researchers employ qualitative research methods to assess various elements of culture in organizations. These elements vary in their subjectivity, as well as in their observability and availability to both researchers and organization members (Rousseau, 1990; Schein, 1992).

Choosing an appropriate research method to assess organizational culture depends on the elements selected for examination. For the purpose of this study individual and focus group interviews are the chosen methodology used to access the beliefs, values and deep assumptions high school staff members have about their work place.

Culture researched from this perspective requires a collaborative and interactive process of inquiry that combines the views of the insiders (emic perspective) and the views of the outsider (etic perspective) to uncover fundamental assumptions held by members of the organization (Fetterman, 1989; Morey & Luthans, 1985; Schein, 1992). The values, beliefs, and basic assumptions of those in an organization are unique and *a priori* questions or measures are not adequate to assess them (Rousseau, 1990).

Individual interviews allow those being studied to answer from their own frame of reference (emic perspective) and gives meaning to their cultural scene. Individual interviews document multiple perspectives of reality and are crucial to understanding why people think and behave in the different ways they do (Fetterman, 1989; Patton, 1990). The use of open-ended questions during the conduct of individual interviews is preferred to having ideas structured by prearranged questions which tend to influence participants' perceptions (Bogdan & Biklen, 1992). Finally, the perspective of the outsider (etic perspective) is combined with the participants' point of view (emic perspective) to analyze data to gain an understanding of the culture (Fetterman, 1989). What follows is a discussion on types of interviews used in the conduct of individual interviews, followed by a discussion on focus group interviews.

Patton (1990) identified three approaches to collecting data through an interview: (a) the informal conversational interview, (b) the general interview guide approach, and (c) the standardized open-ended interview. The informal conversational interview is more

conversational in nature. Data gathered from informal conversational interviews will be different for each person interviewed. Researchers who stay in settings for long periods of time find this approach to interviewing useful. Participant's being interviewed using this method may not know during any particular informal conversation that the purpose to the conversation is the collection of data (Patton, 1990). The strength of this type of interview is that it permits the interviewer to be highly responsive to individual differences and situational changes (Patton, 1990). There are several weaknesses to the informal conversational interview: (a) it takes a greater amount of time to collect systematic information, (b) it is more open to interviewer effects in that it depends on the interviewer to a greater extent than other forms of interviews, and (c) data obtained are more difficult to pull together and analyze.

An interview guide lists questions or issues to be addressed during a given interview. With the use of an interview guide, the interviewer basically obtains the same information from a number of people by covering the same material. The interviewer is free to explore, probe, and ask questions that will elucidate and illuminate a particular subject (Patton, 1990). Additionally, the interview guide allows the interviewer to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style, but with the focus on a particular topic (Patton, 1990). The advantages of the interview guide include: (a) interviewing across a number of different people becomes more systematic and comprehensive by delimiting in advance the issues to

be explored, (b) group interviews are more focused when using an interview guide, and (c) interview guides can be developed in more or less detail depending on the importance of the sequence of questions.

Finally, standardized open-ended interviews are systematic open-ended interviews that are designed to minimize interviewer effect by asking the same question of each respondent (Patton, 1990). Questions are written out in advance in the exact sequence they are to be asked. The variation among multiple interviewers is reduced using the standardized open-ended interview. The best way to prevent variations among interviewers is carefully to word questions in advance and train the interviewers not to deviate from the prescribed forms (Patton, 1990). A particular strength of the standardized open-ended interview is that the data collected are still in the respondents' own words, thereby facilitating data analysis. A weakness of this kind of questioning is that it does not permit the interviewer to pursue topics or issues that were not anticipated when the interview was written.

It is possible to combine all three approaches. All three strategies allow a participant to respond from his/her own perspective. Thus, a number of questions may be worded in a predetermined fashion, while permitting the interviewer more flexibility in probing and more decision-making flexibility in determining when it is appropriate to explore certain subjects in greater depth or even to undertake whole new areas of inquiry that were not originally included in the interview format (Patton, 1990).

Focus group interviews are conducted with a small group of people on a specific topic (Patton, 1990). Typically a homogeneous group of people is asked to reflect on and respond to questions asked by an interviewer. During focus group interviews it is not necessary for participants to agree or reach consensus. The purpose of the interview is to obtain high-quality data in a social context where people can consider their own views in the context of the view of others (Patton, 1990).

There are several advantages to this approach. Focus group interviewing is (a) high efficiency, (b) increases sample size significantly, and (c) provides quality controls in that participants provide checks and balances on each other that weed out false or extreme views (Patton, 1990).

Taylor and Bogdan (1984) suggested five issues that should be addressed at the outset of every interview:

1. The investigator's motives and intentions and the inquiry's purpose;
2. The protection of respondents through the use of pseudonyms;
3. Deciding who has final say over the study's content;
4. Payment (if any);
5. Logistics with regard to time, place, and number of interviews. (pp. 87-88)

Other characteristics of qualitative inquiry are identified by Borg and Gall (1989) and are presented as follows:

1. Holistic inquiry -- the study of all elements present in the setting in which the inquiry takes place. The study of all aspects in an effort to understand reality;
2. Humans as data-gathering instruments -- any biases resulting from the interactions and value differences between "instrument" and the subjects are considered.
3. Purposive, rather than random sampling--the purposeful selection of subjects to observe. A wide range of subjects is used in the belief that the researcher will be more likely to uncover the full array of "multiple realities" germane to the inquiry;
4. Inductive data analysis--the data are first gathered then studied inductively to reveal unanticipated outcomes rather than focusing on testing preconceived hypotheses;
5. Development of grounded theory--theory is derived from the data with the belief that grounded theory will not limit or bias the perceptions of the observer which may occur through a reliance on *a priori* theory;
6. Emergent design--the design evolves as the research progresses. The research begins with a tentative design but allows for the adaptation of the design as the research progresses to include variables not anticipated for at the beginning of the research;
7. Interpretation of outcomes--reality is constructed from the participant's point of view (emic perspective).
8. Intuitive insights--an emphasis by the researcher on tacit or intuitive knowledge obtained from interactions in the research situation;

9. Emphasis on social process--a focus upon social processes and the meanings participants place on social situations; and
10. Confirmation interviews--questionnaires or structured interviews that produce evidence to confirm earlier findings.

Limitations of Qualitative Research

There are several limitations to qualitative research that investigators should take into account (Borg & Gall, 1989). They are as follows:

1. It is possible to limit, but not to eliminate, observer bias.
2. Similar studies can be accomplished, but replication is not possible.
3. Qualitative researchers must constantly make subjective choices about their sources of data.
4. It is difficult to do field studies in an educational setting; subjects may behave differently when an outsider is present, thereby obscuring the true behavior.

Background of the Study

This study was part of an effort to examine with a culture auditing process the way people think, and the way things are done within an organization. The culture audit is a systematic examination of an organizational culture designed to determine the pervasive beliefs, values, basic assumptions that produce norms that characterizes a culture.

Jim Sweeney, professor at Iowa State University, has been examining school climate and culture for the past decade. Recently, he focused on the culture of K-12

schools, particularly secondary schools because they appear most impervious to change. During contacts with administrators and school principals in school districts across the country, Sweeney shared with them information pertaining to school culture and its implications for school improvement. He also shared with the administrators plans to examine culture; more specifically, the values and beliefs of these schools and the factors that influence the development of culture.

As a result of those contacts, 10 high schools indicated an interest to participate in the study. For the purpose of this study, these schools are referred to by pseudonym only. Six high schools are in one mid-sized Midwest city: Northwest High School, Southeast High School, South Central, Middleton High School, West High School, and Eastern Heights High School. One school is in a large Southern city, Madison High School; Buchanan High School is in a second mid-sized Midwest city. In rural western Canada, Washington High School elected to participate, and one school in a rural area in Southern California, John Fitzgerald Kennedy High School, is also included in the study. Each of these schools serves a population ranging from 1,400 to 2,500 students. What follows is a description of the process used to secure participation in the study, followed by a description of the sample, the study procedures, data collection, data analysis, and finally, a summary.

Securing Participation in the Study

The success of on-site research lies, in part, with the researchers' accepted entry and the willingness of the members in the organization to participate. In this study, because preliminary ground work was a priority and sensitivity was given to the needs of the prospective participants, the researchers were readily accepted.

The two researchers first secured participation of the six schools in the Midwestern city. This researcher, along with the professor in charge of the major work, Dr. Jim Sweeney, met with that district's Assistant Superintendent of Secondary Education and the six high school principals on February 10, 1993. During the meeting, a written summary about the culture audit was provided. Questions related to the purpose of the audit, how it would benefit the schools, and how it would be conducted were discussed. At the conclusion of the meeting, the principals requested an additional presentation be given to a group of teachers from each high school. The purpose of that meeting would be to help these teachers better understand the culture audit so they could make recommendations to their colleagues regarding whether or not their school should participate.

An explanation of the culture audit was sent to these teachers prior to the meeting. That meeting occurred on March 3, 1993, at the district's Staff Development Center. Three to four teachers from each of the six buildings attended the two hour information session. The researchers discussed the purpose of the audit, how it would benefit the school, and how it would be conducted. Each group of teachers then reported that information back to

their building staff. The researchers maintained contact with the high schools in four other school districts via telephone calls or through personal contact (visits) made by Dr. Sweeney.

Letters were sent on March 12, 1993, to the six high school principals requesting that they respond by March 22, 1993, with their decision of whether or not to participate in the study (see Appendix A). By April 1, 1993, the aforementioned 10 schools had decided that they would participate. All had submitted a confirmation in writing or by telephone regarding their request to participate.

On May 10, 1993, a letter was sent to principals of all 10 schools acknowledging their intent to participate in the study and outlining for them specific preliminary activities that needed to occur in preparation for the audit. It was requested that they: (a) designate a school contact person to assist the researchers with various tasks related to the audit, (b) provide help in scheduling interviews, and (c) send artifacts (for example school policy handbook) to the researchers for examination prior to the school site visit (see Appendix B). Follow-up phone calls were made to the contact people as a reminder to send the materials. Specific questions about the information they were to provide were answered at the time of the follow-up phone calls.

In addition to the letter that was sent on May 10, 1993, calendars for the 1993-94 school year were sent to each school. The principal or the contact people were asked to indicate on the calendar dates that would not be appropriate for visitation. After receiving

a completed calendar from each school, the researchers selected dates for site visits and a tentative schedule was returned to each school. The contact people were asked to determine if the schedule was satisfactory and to inform the researchers if there were conflicts with dates that had been scheduled for them. Minor schedule changes were made and a letter confirming dates, along with a calendar schedule was sent to each principal on August 17, 1993 (see Appendix C).

Throughout the initial stages of the process, constant communication to keep the schools informed of the procedures for conducting the audit was a priority. On August 31, 1993, a letter and information packet were sent to principals and their designated contact people in each of the 10 schools explaining the format the researchers would be using to conduct the culture audit (see Appendix D). The communique contained the following requests: (a) that contact people provide two separate rooms where interviews and small group sessions could be conducted privately throughout the week, (b) that supplies be provided for each room, such as an easel with chart paper for taking notes in the small group sessions, and (c) that contacts schedule interviews with key staff members and others and also schedule group sessions with those in the building who care to participate.

Sample Selection

The school is the unit of analysis for this study. The 10 participating schools in this study are large comprehensive public high schools that serve a population of 1,400 to 2,500 students. Located in four different states and in one area of Canada, the schools

represent a diverse population and varied geographical locations as well. Seven of the 10 schools are urban high schools. One high school is considered "inner city," another is rural, and another is a small city school. Staff members from each of the 10 comprehensive high schools provided data for this study. Although all full- and part-time faculty at each school were given an opportunity to participate in the study, not all participated as will be discussed in the next segment.

To protect the anonymity of the schools, school names and sizes are not provided nor are any other distinguishing features of the schools or staff given when presenting the themes or discussing the culture of the schools. Schools are referred to by a pseudonym when the data for each are presented. The procedures for the conduct of the study are discussed next.

Procedures

In the packet of material sent to the school contact person(s) on August 31, 1993, a letter was included to be distributed to all staff members. The letter informed participants of the particulars of the culture audit, such as, who would be scheduling the interviews and small group sessions, the length of the interviews, how they were to be conducted and by whom, who will have access to the data, and how the results would be reported. It also requested their participation in the study (see Appendix E).

The contact person(s) from each of these schools assumed the responsibility for developing the interview schedule. A sample five-day schedule was developed by the

researchers and sent to each contact to provide an example of how to schedule a seven-period day with the number of staff per day scheduled in individual and group sessions (see Appendix F). The researchers encouraged the contacts to use discretion in scheduling and to base their schedule on their own school schedule and on staff availability.

The researchers notified the contacts that they would like to interview from 70 to 100 staff members in small groups and approximately 35 or more for individual interviews. The researchers also requested that key staff members, those who possessed special knowledge of the school and its history, be scheduled for individual interviews. All staff were provided an opportunity to participate. In addition, principals were scheduled for 90-minute individual interviews and assistant principals were scheduled for 45-minute individual interviews.

The frequency and percent of faculty who participated in small group and individual interviews at each of the 10 high schools are shown in Table 1. The average rate of participation was 55%. Southeast High School had 75% faculty participation. Two schools had less than 50% of their staff participate in the interviews. Northwest had 36% and Middleton had 31%. The remainder of the schools had 54% or more staff participation, with the average being 55%.

The total number of staff members for all 10 schools is 1,213, which includes certificated and non-certificated full- and part-time school personnel. Six hundred fifty-five faculty members in 10 schools were interviewed, which averaged 55%.

Table 1

Frequency and Percent of Participants in Individual and Group Interviews per School

School	Staff* Interviews	Group	%	Individual Interviews	%	Total	%
Northwest	132	20	15	28	21	48	36
Southeast	122	61	50	30	25	91	75
South Central	125	31	25	39	31	70	56
Washington	113	26	23	39	35	65	58
West High	110	45	41	23	21	68	62
Eastern Hts.	99	45	45	23	23	68	69
Buchanan	111	40	36	20	18	60	54
Madison	100	20	20	28	28	48	48
Middleton	166	26	16	26	16	52	31
J.F. Kennedy	135	51	37	34	25	85	63
Total	1,213	365	y = 31	290	x = 24	655	55

Note. *Includes certificated and non-certificated full- and part-time school personnel. N = 10 schools, 655 staff.

Data Collection

Data collection and analysis in qualitative research are simultaneous activities that promote the emergence of substantive theory grounded in empirical data (Marshall & Rossman, 1989).

Prior to field entry and data collection the Human Subjects Review committee of Iowa State University reviewed this study and determined that the rights and welfare of the

human subjects were adequately protected, confidentiality of the data was ensured and that risks were outweighed by the benefits of the knowledge to be gained from the study. The Human Subjects Approval form appears in Appendix G.

Qualitative methodology was used in the conduct of this study. Individual interviews and small focus group interviews were the primary methods of data collection used by the two researchers. The research was conducted in two phases. Phase I began the Fall semester during the week of October 4, 1993, and ended December 6, 1993. The researchers spent 50 days collecting data in the schools. Schools were visited for one week on a prearranged date by both researchers except in one school where the professor in charge of the major work, Dr. Jim Sweeney, became ill and had to return home after the second day of interviewing. This researcher finished the last three days of interviewing. As a result of the change in procedure at this school, the interview schedule was modified and for the remainder of the week more group sessions were conducted than individual interviews. Additionally, this researcher wrote the report for this particular school while the other nine reports were written by Dr. Sweeney.

The second phase began the week of January 3, 1994, and ended on April 5, 1994. Each of the 10 schools was revisited by Dr. Sweeney; this researcher revisited one school--the same school where the variation in procedures occurred during Phase I. During the second phase, results were shared with faculty and staff before a final report was

developed and given to each staff member. Phase II procedures are discussed in more detail later in this chapter.

Before each visit a telephone call was made to the principal or contact person to remind them of their scheduled visit and to inquire if there were any last minute questions they needed to have answered. Documents that had been sent to the researchers from each school, such as mission statement, handbooks, and policies were reviewed prior to each site visit to provide contextual information about the high school. Once on site, data were collected through individual and group interviews. A discussion of the procedures for conducting the individual interview follows.

Individual Interviews

The purpose of an interview is to discover what is in and on someone's mind. Patton (1990) contends that Qualitative Interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit. To gain the perspective of the participants and to help focus the interviews and small group sessions, questions related to elements of school culture were developed and used by the researchers during the interview process. The Situational Questions Guide presented questions in the form of specific situations and required the respondent to answer from a personal frame of reference (see Appendix H). The Beliefs and Values Guide provides definitions of values, beliefs and norms as well as key questions to determine the extent to which they are present in the culture of each school (see Appendix I). While the phenomenological

approach was used to determine key beliefs and values, these definitions and questions played a key role in analysis of the data and were used to focus data collection in the procedures used.

The researchers met with participants before and after school, during the noon hour and during teacher planning periods. All individual interviews and small group interviews were conducted on site and lasted approximately 45 minutes. Interviews were held in classrooms not being used or in a conference room to ensure privacy and to minimize disruptions. Slight changes in the schedule were made so researchers could alternate between individual interviews and group sessions without changing rooms. The contact persons were asked to place letters in the mailboxes of participating teachers to remind them of their scheduled time and room locations of the interviews. All staff were invited to participate so as not to exclude those who might be discontent or feel in some way alienated.

Each interview began with the researcher providing the participant a definition of school culture and the purpose of the interview. This procedure helped to assure an understanding of culture and the process. The researchers also explained that notes would be taken during interviews and interviews would be tape recorded if the interviewee granted permission. Participants were told they could ask to have the tape turned off at any point during the interview or could merely stop the tape by pressing the button themselves. Most of the interviews were audio-taped except in two schools where some participants

opted not to be tape recorded but agreed to participate in the interview. In one of the schools, one person scheduled for an interview chose not to participate altogether. All tapes were marked or identified for control as teacher or non-teacher.

Participants were encouraged to ask questions about the purpose and/or the process. Once participants understood the process, they were given an explanation of the informed consent form, assured of their anonymity and the confidentiality of results, and was then given an opportunity to read and sign the consent form (see Appendix J). After the form was signed the researcher began the interview. Each researcher independently collected the information and made independent judgments using the forms that had been developed to collect data.

The first question asked of the participant was open-ended and designed to gain an understanding of the basic assumptions from the "emic" perspective of what it was like to work at his or her school. During the interviews, the researchers took notes recording responses to questions capturing interviewee perceptions related to the culture of the school which required some subjective judgement on the part of the researchers. Notes taken during the interview were recorded on the General Information Interview Form found in Appendix K. Throughout the interviews, the researchers also asked questions to determine the strength, valence and importance of factors influencing the faculty work culture. Process probes were used during questioning to encourage and elicit deeper responses, check for understanding, and to summarize and clarify participants' statements.

Content probes elicited the who, what, when, where, and why of statements given by the respondents.

To conclude the interview, the researchers thanked the participant and asked that he or she not share with others the questions asked during the interview. After the interview session the researchers separately examined their notes and identified key points that emerged during the interview. Key points were recorded then on the Interview Summary Form (see Appendix L). This format was used consistently with all individual interviews at all 10 high schools. The interview process steps appear in Appendix M.

Focus Group Interviews

An interview with a small group of people on a specific topic is considered a focus group interview (Patton, 1990). Focus group interview sessions were conducted daily at each school site. Again, participation was voluntary. Each session averaged four to five people. There was one facilitator (researcher) for each session, although at times, both facilitators participated in a group session. The same procedure was used as with the individual interview to explain the purpose of the session, verbally define faculty work culture, gain informed consent, and provide an opportunity for participants to ask questions.

The group sessions were not recorded; instead, chart paper was used to record participants' responses. Sheets of chart paper were hung on the wall or chalkboard in full view of the participants. The facilitator began the session by asking an open-ended

question to try to discover the prevailing values, beliefs and norms reflecting the work culture. As the respondents answered in turn, their responses were recorded on the chart paper. Questioning probes were used by the researcher to clarify responses.

To conclude the session the facilitator asked the participants to review the chart papers and indicate if corrections or additions needed to be made to the responses. The facilitator thanked the participants and asked them not to share the information from the session with others. They were also invited to participate in Phase II of the process the following semester. The data from the newsprint were typed and key points that emerged during the sessions were summarized and used during analysis. The small focus group interview process was used consistently at each of the 10 high schools. The small group process steps explaining the focus group interview appear in Appendix N. Additionally, a daily record was kept of the number of participants who interviewed in both individual and group sessions.

Observations/Environmental Scanning

Observations and environmental scanning activities were planned by the researchers during the first phase. It was the researchers' intent to examine areas in the building, such as, the faculty lounge and the main office, to determine if key values and beliefs could be identified. Scanning the physical environment was also planned to determine the symbolic messages conveyed, as well as to determine how the physical structures influenced the culture. Although the researchers engaged in brief observations and scanned the

environment, the data collected were not helpful and were not used in the analysis of the faculty work culture for any of the 10 schools.

On the last day of the site visit, thank you letters from the researchers were placed in the mail boxes of all staff members thanking them for their cooperation and hospitality during the week long visit in Phase I (see Appendix O). An exit interview was also held with the building principal before the researchers left the field. What follows is a discussion of the data analysis.

Data Analysis

Data analysis is the process of bringing order, structure, and meaning to all of the collected data (Marshall & Rossman, 1989). Analysis of the qualitative data for this study consisted of the evaluation of open-ended responses to determine faculty perceptions about the culture of their school. It was the intent of this study to allow the concepts to emerge from the data provided by the participants which builds grounded theory. During analysis, it is the search for general statements about relationships among categories of data which also builds grounded theory. The validity of such data can be enhanced through the process of triangulation (Patton, 1990). Triangulation in this research was achieved by using two researchers to reduce bias, two researchers to analyze the same data set then compare their findings, small group and individual interview data, and by having those who were studied review the findings.

Phase I

Data analysis began after the first day of interviewing. At the end of each day each researcher independently examined key points from the individual interviews and the focus group sheets to determine if new themes or reoccurring themes were emerging from the data. The researchers then met together, identified emerging themes, recorded them on notebook paper, and developed questions that were related to the emerging themes and other themes that were heard that day. These questions were then asked of the interviewees the next day. Forms that were originally developed to record themes at the end of the day's activity proved not to be useful and the researchers discontinued use of them almost immediately. Each evening the list of themes were typed and kept in a notebook.

Each day the process was repeated. In most cases themes emerged after two days, however, in a few schools, some themes emerged the first day. In the first school visited, after two days of analyzing the key points and identifying themes, the researchers determined that they fell into five different aspects of the school environment: (a) Community, (b) District, (c) School, (d) Students, and (e) Faculty. By the end of the week, using the same process, a list of themes had been developed.

These aspects of the school environment provided a useful framework for most of the schools involved in the study. There were exceptions in two schools. One school did not have an attendance area, but instead, drew students from their home school for

advanced or vocational classes during part of the school day. As a result, no themes emerged in this school that addressed the community. In the Canadian school, an additional aspect was added because the Province had recently initiated changes that impacted the schools. The aspect, "Outside Influences," was added because of the reoccurring themes that emerged addressing those pending changes initiated by the Province. But in the other schools the themes were all related to the five categories. After a week of interviewing in each school, a preliminary report was written using the themes in the five categories. These reports were then used in the second phase of the study which is discussed below.

Phase II

Phase II of the study began in January, the second semester of the 1993-94 academic school year. Each of the 10 schools was revisited during the second semester. Phase II was designed to verify the accurateness of the findings derived from Phase I and to present the final report to each school faculty.

Phase II procedures varied from those in Phase I. First, this researcher revisited only one school and wrote the report for that school. Second, staff members who were not a part of the process during the first phase were encouraged to participate during this second phase. Again, the school contact person scheduled individual interviews and group sessions. Approximately 25 to 30 people were interviewed at each school, which in some instances took two days.

In addition to the interviews, key people on each staff were given a copy of the preliminary report and asked to react to the tone and language in the report. They were asked to give their impression of the report, to suggest how they thought the faculty would react to the report, and to respond to the way it was written in general. Individual interviews were then held with these key people and others to discuss, modify and/or add new information.

During the group sessions, participants were given copies of the themes that were grouped into the five categories and asked to respond to the accurateness of the themes. These themes were discussed and in some cases modified or new themes added. If during either session participants disagreed with or felt that additional information should be included to enhance the tone of the report, it was further discussed with other participants and changed if it was deemed necessary before the final report was printed. The final report, which included suggestions and recommendations for strengthening the culture, was distributed to the entire staff to examine prior to the scheduled staff meeting. A presentation of the Culture Audit was provided to the entire staff by Dr. Sweeney during a special meeting or at a regularly scheduled staff meeting. The presenter (Dr. Sweeney) provided the staff an opportunity to ask questions. The meeting also gave the researchers an opportunity to determine to what extent the staff agreed with the findings. In all 10 schools almost all staff members indicated (by raising their hand) that they accepted the findings as accurate.

Final reports, key points, and themes were then used by this researcher to further describe the faculty culture, to make decisions about the culture of the schools, and to identify the common, shared, and unique themes across the 10 schools.

The technique of clustering was employed to derive the common, shared, and unique themes. Clustering is the method of grouping together things that appear similar (Merriam, 1988). Themes from each school that displayed like characteristics in the same category were coded and sorted into groups. Each code represented a different thematic meaning. If in any category, a theme did not appear to fit the characteristics of any other theme, it was labeled "x" for unique. After each theme had been coded, an additional code which identified the school was placed at the beginning of each theme. The data were then sorted.

The data were analyzed after the first sort to identify themes that were left out of a group or that could possibly fit better in a different group. Items were then moved to a more appropriate group. The process of coding and sorting was repeated until the data were separated into groups with matching characteristics which distinguished one group from another. This process resulted in lists of theme terminology for each category. The themes were separated into groups and labeled according to the theme content. These data groupings were used to identify the common, shared, and unique themes across the 10 schools. Key points from interview notes, themes, and the final written reports were then

used by this researcher to identify and describe the type of culture in each of the 10 high schools in the study.

The School Culture Profile sheet was used to aid in the analysis of the schools (see Appendix P). The profile sheet, developed by the professor in charge of the major work, identifies four elements of school culture; Psyche, Group Support, Student Orientation, and Success Orientation. Factors are listed for each element totaling 16 factors in all. This researcher completed a profile sheet for each school, using the plus symbol to indicate the element was present in the school culture and a minus symbol if it was not. A profile matrix was then developed to reveal a pattern across the 10 schools and to make a determination about the strength of the culture to provide support for change and excellence (see Appendix Q).

Validity and Reliability

All research is concerned with producing credible results that are valid and reliable. Patton (1990) contends the credibility issue for qualitative inquiry depends on three distinct but related inquiry elements. They are as follows:

1. Rigorous techniques and methods for gathering high-quality data that is carefully analyzed, with attention to issues of validity, reliability and triangulation;
2. The credibility of the researchers, which is dependent on training, experience, track record, status, and presentation of self; and
3. Philosophical belief in the phenomenological paradigm, that is, a fundamental appreciation of naturalistic inquiry, qualitative methods, inductive analysis, and holistic thinking. (p. 461)

Validity addresses the question of how research findings match reality. One of the major assumptions of qualitative research is that reality is holistic, multidimensional, and ever-changing; it is not a single, fixed, objective phenomenon waiting to be discovered, observed, and measured (Merriam, 1988). According to Lincoln (1985), reality is a multiple set of mental constructions made by humans that are accessible to the humans who make them. During the conduct of this study, themes emerged from multiple perspectives during the interviews that provided the data about the culture of the schools.

Judging the validity or truth of this study, then, rests upon the investigator's ability to show that those constructions have been adequately represented. Qualitative researchers are interested in perspectives rather than what is truth and are obligated to present an honest account of how those being investigated view themselves (Taylor & Bogdan, 1984). When reality is viewed in this manner, internal validity is a definite strength in qualitative research.

Reliability addresses the extent to which one's findings are consistent and can be replicated. Reliability in a quantitative research design is based on the assumption that there is a single reality which if studied repeatedly will give the same results (Merriam, 1988). However, qualitative research does not seek to isolate laws of human behavior, but seeks to describe and explain the world as those in the world interpret it (Merriam, 1988). Validity and reliability are inextricably linked in the conduct of research. Some researchers argue that it is impossible to have internal validity without reliability, and that a

demonstration of internal validity amounts to a simultaneous demonstration of reliability (Lincoln & Guba, 1981). Validity and reliability can be assessed and strengthened through analytical triangulation which is discussed next.

Triangulation

Central to the analysis of this study is the process of triangulation. Triangulation, the use of multiple-data-collecting methods, contributes to the trustworthiness of the data. It may involve the incorporation of multiple data sources, investigators, and theoretical perspectives in order to increase the confidence in research findings (Denzin, 1988; Patton, 1990). This process guards against the accusation that the findings of a study are simply an artifact of a single method, a single source or biases of a single investigator (Merriam, 1988).

In the conduct of this particular study, three types of triangulation are employed. The first, investigator triangulation, or using multiple as opposed to a singular investigator helps to reduce the potential bias that comes from a single person doing all the data collecting. This process allows for a more direct means of assessing validity and reliability of the data obtained (Merriam, 1988; Patton, 1990).

Second, analyst triangulation requires that two or more persons independently analyze the same qualitative data set then compare their findings to reduce observer bias. A third type of analytical triangulation is to have those who were studied review the findings. Qualitative researchers can learn a great deal about the accuracy, fairness, and

validity of their data analysis by having the people described in the data analysis react to what is described (Patton, 1990). The ultimate test of the credibility of a study is the response to information users and readers have to the report; known as a test of face validity (Patton, 1990). What follows is a comprehensive discussion of the conduct of this study.

Summary

Chapter III begins with a rationale for the use of qualitative methods of inquiry for assessing culture in schools. Qualitative inquiry relies on an emergent research design that draws from multiple perspectives to produce "grounded theory." Interviews were the primary method of data collection. Individual and focus group interviews allowed the researchers to gather descriptive data from the participants' perspective about the culture of their high school. Specifically, the researchers sought to identify the values, beliefs, and basic assumptions of high school staff from which decisions about their school culture could be made.

Participants in the study are certificated and non-certificated staff from 10 selected large comprehensive high schools in the United States. Within each high school a designated liaison person arranged the scheduling of 45-minute interviews for volunteer participants.

The study was conducted in two phases. Phase I was the data collection phase, and Phase II was used to verify the interpretation of the research results and to present the

findings to staff in each high school. Throughout the study, data were being analyzed and triangulated to add to the validity of the research findings.

CHAPTER IV. FINDINGS

Introduction

The purpose of this study was to examine the faculty work culture of teachers in 10 comprehensive high schools. More specifically, the study was designed to determine the common, shared and unique themes in the work culture, describe the culture of the schools, and determine the relative strength and valence of specific school work culture elements. The research was conducted on-site in 10 comprehensive high schools located in different geographical regions in the United States and in one area of Canada. Six schools are located in a mid-sized city in the Midwest; one school is in a large urban center in the South; another is in a mid-sized Midwestern city; one is in rural western Canada; and the remaining school is in a city in the rural area of Southern California.

Small group and individual interviews are the primary methods of data collection. Interviews were conducted for 50 days--five days in 10 high schools. Through the interview process, the researchers were able to gain participants' perspectives (emic) about the ideas, beliefs, and values that influence the way they think and do things within their school. All full- and part-time staff were provided an opportunity to participate. Three hundred sixty-five staff were interviewed in focus group sessions, and another 290 were interviewed individually, comprising a total of 655. That figure represents 55% of 1,213 staff members in the 10 high schools combined. Key points extracted from the interviews were used to determine the culture of the school. The key points produced patterns of

themes reflecting five aspects of the school and its environment: (a) community, (b) district or outside influences, (c) school, (d) students, and (e) faculty.

Following the explication of the themes that describe the culture of each school, the culture of each school is further described using elements that are important in determining the extent to which the culture appears to support or promote change and excellence. These four elements are: (a) the Psyche, (b) Group Support (c) Student Orientation, and (d) Success Orientation.

Presented first in this section are the common, shared, and unique themes that were identified across the 10 schools. These themes are classified as common, shared or unique based on the frequency in which they occur across the 10 schools. Themes identified in seven to 10 schools are referred to as common. Shared themes are those that are present in three to six schools. Unique themes are those found in only one or two of the 10 schools. It should be pointed out that when themes are reported as shared by four schools this means the themes are present in any four schools. If, for example, four themes are shared by five schools, it does not mean these are the same five schools for all four themes.

To protect the anonymity of the schools, each is referred to by a pseudonym. Additionally, school sizes are not provided nor are any other identifiable features of the schools or their faculty given when presenting the themes or discussing the culture of the schools.

Themes Identified Across 10 Comprehensive High Schools

The data shown in Table 2 indicate that 10 themes related to community emerged as a result of the individual and focus group interviews in the 10 high schools. There are two common themes. In nine schools staff members believe that their community supports the school and in seven schools staff believe that more parental support is needed. There is one shared theme. It is the perception of faculty in five schools that their school community is changing. Six community related themes are unique. Four of the unique themes are present in two schools. Faculty stated that: (a) their school community is segmented or divided geographically, (b) their community has a negative image, (c) their community is conservative, and (d) their community is unified by their school. Two themes are unique to one school only. Faculty indicate that their school's community is a stable, tight special one, and that powerful parent groups interfere.

The data in Table 3 reveal the district related themes for the 10 high schools. In seven schools, it is the common perception of the faculty that their district mandates change. In five schools one shared theme is that the faculty believes their district interferes with their school. One unique theme is reported in two schools. In these two schools faculty report that they lack trust for their central office. Several other themes are unique to one school only. Faculty members believe that: (a) their district pushes unrealistic initiatives, (b) their superintendent is ruining their school district, (c) their district provides no direction to them, (d) they view the district as political, (e) they are treated unfairly by

Table 2

Frequency of Community Related Themes for the 10 High Schools

Themes	Schools										Total Schools
	A	B	C	D	E	F	G	H	I	J	
COMMUNITY:											
<u>COMMON</u>											
Supports the school	x	x	x	x		x	x	x	x	x	9
Need parental support		x	x	x			x	x	x	x	7
COMMUNITY:											
<u>SHARED</u>											
Changing community	x	x				x	x	x			5
<u>UNIQUE</u>											
Our school community is segmented								x		x	2
Community image is negative			x							x	2
Community is conservative				x					x		2
Our school unifies this community		x	x								2
Stable, special community		x									1
Powerful parent groups interfere	x										1

Note. A= Northwest High School F= Eastern Heights High School
 B= Southeast High School G= Buchanan High School
 C= South Central High School H= Madison High School
 D= Washington High School I= Middleton High School
 E= West High School J= John F. Kennedy High School

x = theme emerged from the data in this school

Table 3

Frequency of District Related Themes for the 10 High Schools

Themes	Schools										Total Schools
	A	B	C	D	E	F	G	H	I	J	
DISTRICT:											
<u>COMMON</u>											
Our district mandates changes	x	x	x	x		x			x	x	7
<u>SHARED</u>											
Our district interferes with school mgmt.					x	x		x	x	x	5
<u>UNIQUE</u>											
We lack trust for central office					x		x				2
Our district pushes unrealistic initiatives										x	1
Our superintendent is ruining our district							x				1
Our district provides no direction							x				1
Our district plays politics with our school	x										1
Our district treats us unfairly			x								1
No resources provided to us by our district			x								1
Our downtown supervisors are helpful					x						1
Our downtown is trying to bust the union							x				1

(table continues)

Table 3 (continued)

Themes	Schools										Total Schools
	A	B	C	D	E	F	G	H	I	J	
OUTSIDE INFLUENCES											
Our curriculum and some other matters are under their control					x						1

Note. A= Northwest High School F= Eastern Heights High School
 B= Southeast High School G= Buchanan High School
 C= South Central High School H= Madison High School
 D= Washington High School I= Middleton High School
 E= West High School J= John F. Kennedy High School

x = theme emerged from the data in this school

their district, (f) their district provides no resources to them, (g) their downtown supervisors are helpful, and (h) their downtown is trying to bust the union. Additionally, one theme related to "Outside Influences" is reported by faculty in one school. They indicate that these influences have much control over their school curriculum and some other matters.

Table 4 shows the results of faculty perceptions about school related themes in each of the 10 schools. One common theme emerged. Faculty in seven schools believe that their school is a great place to work. Eight school related themes are shared. Two shared themes are present in five schools. Staff members in these five schools believe that their school has an undeserved negative image and that their school is going through a transition. Two shared themes are present in four different schools where staff indicate they have

strong administrative leadership and a need for tighter discipline and standards. Four shared themes related to the school are present in three schools. In these three schools staff believe that: (a) they lack space and technology, (b) they lack planning and communication, (c) their facility is old but well kept, and (e) their school is big which often isolates their staff. Several themes are unique to one or two schools and are shown in Table 4.

Table 4

Frequency of School Related Themes for the 10 High Schools

Themes	Schools										Total Schools
	A	B	C	D	E	F	G	H	I	J	
SCHOOL:											
<u>COMMON</u>											
Our school is a great place to work		x	x	x	x		x		x	x	7
<u>SHARED</u>											
We have an undeserved negative image		x	x		x	x				x	5
Our school is in transition	x	x				x	x			x	5
We have strong administrative leadership		x	x		x				x		4
Tighter discipline and standards are needed			x			x		x	x		4
We lack space and technology			x						x	x	3
We lack planning/communication				x		x		x			3

(table continues)

Table 4 (continued)

Themes	Schools										Total Schools
	A	B	C	D	E	F	G	H	I	J	
<u>SHARED</u>											
Our facility is well kept						x	x		x		3
Our school is big school and isolates				x					x	x	3
<u>UNIQUE</u>											
We have low school spirit	x					x					2
Safety is an issue for some of us						x		x			2
Our school unifies the community		x	x								2
Our school has a great reputation	x										1
Our school is not kept clean						x					1
"Hallwalkers" are ruining our school								x			1
Our administration is not visible								x			1
Teacher absenteeism affects our school								x			1
Our school is a dumping ground								x			1
We have excellent support services					x						1
Our school lacks discipline								x			1
We provide a safe haven for students			x								1
Our school is traditional				x							1

(table continues)

Table 4 (continued)

Themes	Schools										Total Schools
	A	B	C	D	E	F	G	H	I	J	
We are four schools in one					x						1
Our school works					x						1
We have no administrative follow through on changes				x							1
We have a college atmosphere here					x						1
We have fun					x						1

Note. A= Northwest High School F= Eastern Heights High School
 B= Southeast High School G= Buchanan High School
 C= South Central High School H= Madison High School
 D= Washington High School I= Middleton High School
 E= West High School J= John F. Kennedy High School

x = theme emerged from the data in this school

Represented in Table 5 are themes that emerged during the interview process.

These themes are related to how faculty members think about their students. Three common themes are student related. In all 10 high schools in this study, staff members believe that they have "good kids" in their school. Staff in nine schools believe that many of their students are apathetic about learning, and far too many students in their school lack respect for themselves and others.

Four student related themes are shared. In five schools faculty members believe that their students come from tough home situations. In three schools, two shared themes

emerged. Staff members indicate that (a) they have diversity, and (b) their students are becoming more transient. Nine student related themes are unique. Three of the nine themes are unique to two schools. In these schools, faculty report that (a) they have many students who are in special needs classes, (b) students respect their building, and (c) they

Table 5

Frequency of Student Related Themes for the 10 High Schools

Themes	Schools										Total Schools
	A	B	C	D	E	F	G	H	I	J	
STUDENTS:											
<u>COMMON</u>											
We have good kids	x	x	x	x	x	x	x	x	x	x	10
Some students are apathetic about learning		x	x	x	x	x	x	x	x	x	9
Some of our students lack respect	x	x	x		x	x	x	x	x	x	9
<u>SHARED</u>											
Tough home life affects our students		x	x				x	x	x		5
We have diversity			x		x	x					3
Our students are becoming more transient							x		x	x	3
<u>UNIQUE</u>											
We have many students with special needs						x		x			2
Our kids respect our building			x		x						2
We have racial concerns						x			x		2

(table continues)

Table 5 (continued)

Themes	Schools										Total Schools
	A	B	C	D	E	F	G	H	I	J	
Our students want to be here					x						1
Our students are motivated					x						1
Our kids are not focused and innocent in ways										x	1
Our students need to take better care of the building										x	1
Some of our students do not want to be here						x					1
Peer pressure affects our students								x			1

Note. A= Northwest High School F= Eastern Heights High School
 B= Southeast High School G= Buchanan High School
 C= South Central High School H= Madison High School
 D= Washington High School I= Middleton High School
 E= West High School J= John F. Kennedy High School

x = theme emerged from the data in this school

have some racial concerns. Six themes are unique to one school only. It is the perception of staff in these schools that: (a) students want to be at their school, (b) students are motivated to learn in their school, (c) some of their students are innocent in many ways, (d) students need to take better care of their building, (e) some students do not want to be in their school, and (f) peer pressure affects their students (there is a herd mentality).

Table 6 shows the themes that represent the pervasive beliefs faculty have about themselves across the 10 schools. Six common faculty related themes emerged from the data. Faculty in 10 schools report that their decision making process does not work. In nine schools staff report they are uncertain about change. In eight schools, they perceive

Table 6

Frequency of Faculty Related Themes for the 10 High Schools

Themes	A	B	C	D	Schools		G	H	I	J	Total Schools
					E	F					
FACULTY:											
<u>COMMON</u>											
Our decision process does not work	x	x	x	x	x	x	x	x	x	x	10
We are uncertain about change	x	x	x	x	x	x	x		x	x	9
Our staff is supportive/caring		x	x	x	x		x	x	x	x	8
Our faculty has cliques	x		x	x		x	x	x	x		7
We have dedicated staff	x	x	x		x	x			x	x	7
We accept individualism	x	x	x		x	x	x		x		7
<u>SHARED</u>											
We have faculty not doing what they should in the classroom	x	x	x				x	x	x		6
We do not have enough time			x	x		x			x		5
We disagree with our principal's leadership style				x		x	x		x	x	5

(table continues)

Table 6 (continued)

Themes	Schools										Total Schools
	A	B	C	D	E	F	G	H	I	J	
Faculty morale is low				x		x	x			x	4
We are a cohesive faculty		x	x		x					x	4
We have classroom autonomy	x	x	x		x						4
We need time to socialize	x			x		x					3
Faculty blockers prevent progress	x			x					x		3
We are tough on new staff	x			x					x		3
We do not celebrate success well				x	x					x	3
UNIQUE											
We communicate					x						1
We get respect if we teach well	x										1
We are cantankerous	x										1
We are on the right track with change		x									1
Our working conditions need improvements			x								1
We want strong leadership										x	1
We are unique, diverse, eclectic					x						1
Our trust as a staff is low							x				1
We have strong, positive teacher leadership										x	1

(table continues)

Table 6 (continued)

Themes	Schools										Total Schools
	A	B	C	D	E	F	G	H	I	J	
UNIQUE:											
We believe we are not empowered						x					1
Our school structures work for us										x	1
Our departments are strong										x	1
FACULTY:											
UNIQUE											
We socialize well					x						1
We need to change	x										1
Our faculty has few cliques										x	1
We need a sense of direction										x	1
We are proud of our diversity				x							1
<hr/>											
Note.	A= Northwest High School				F= Eastern Heights High School						
	B= Southeast High School				G= Buchanan High School						
	C= South Central High School				H= Madison High School						
	D= Washington High School				I= Middleton High School						
	E= West High School				J= John F. Kennedy High School						
	x = theme emerged from the data in this school										

themselves as supportive and caring. In seven schools they report that there are faculty cliques. In seven schools faculty believe that: (a) their staff is dedicated and (b) they accept the individualism of staff members. Ten themes related to the faculty are shared themes, and appear in three to six schools. In six schools, staff believe there are faculty

members who are not doing what they should be doing for students in the classroom. Two shared themes related to the faculty emerged in five schools. In these schools faculty believe that: (a) there is not enough time to get everything they need to do accomplished, and (b) they disagree with their principal's leadership style.

Three shared themes are present in four schools. Faculty members in these schools believe that: (a) faculty morale is low, (b) they have a cohesive staff, and (c) they have classroom autonomy. Four themes are shared in three schools. In these schools, it is the perception of the faculty that: (a) they need more time to socialize, (b) blockers on staff prevent progress, (c) faculty members are tough on new staff, and (d) they do not celebrate faculty successes well. Seventeen unique themes that are faculty related emerged from the data. These themes are shown in the following table.

Individual School Themes

Five foci of the school environment identified in the 10 high schools emerged from the interview data . They are as follows: (a) the community aspect, (b) the district or outside influences, (c) the school aspect, (d) the student aspect, and (e) the faculty aspect. Data representing these aspects are shown in Tables 7 through 16.

The values, beliefs, and assumptions reflected in the collective thinking of the faculty constitute the faculty work culture. The culture of each of the 10 schools is described using specific elements as criteria in determining the extent to which the culture appears ready to support or promote change and excellence. Themes and key points that

emerged from the interviews were used to determine the strength of the factors. Although not all themes identified in the schools are useful in determining the factors, many provide support for their relative strength. A description of the school culture is presented after the explication of the themes for each school.

Northwest High School Themes

The themes related to the five aspects of the school environment for Northwest High School are profiled in Table 7. Three themes relate to the community. Faculty members believe: (a) their community supports the school, and (b) that powerful parents and parent groups in the community interfere with their school too often. They also indicate their community is going through a transition, and the school should meet the needs of their changing population. It is the perception of this faculty that their district mandates change, and there is too much political activity between their school and central administration (downtown).

Themes that are school related indicate that this faculty believes their school is traditionally known for its academic reputation. However, they also report that it is now a school in transition and they no longer have the reputation they once enjoyed. They indicate that they are faced with a changing staff and student body. They also report that their school spirit is low right now, but at one time it was the best in the city. Teachers believe their students are "good kids", but some students lack respect for themselves and others. The perceptions that faculty have of themselves have a profound impact on the

Table 7

Themes Related to Five Aspects of the School Environment at Northwest High School

NORTHWEST HIGH SCHOOL	
COMMUNITY	Supports the school Changing community Powerful parent groups interfere with our school
DISTRICT	Our district mandates change We have a lot of politics between our school and the district.
SCHOOL	Our school is in transition Our school has an academic reputation We have low school spirit
STUDENT	We have good kids Some of our students lack respect
FACULTY	We are a great staff with dedicated staff We can do our own thing We can speak our piece around here We are a cantankerous bunch and proud of it We are tough on new teachers We respect good teaching We are cynical about change Our consensus process does not work We need more time for socialization and planning Blockers on staff prevent progress We do not deal with real issues We are not reaching all students

culture of the school. Themes that are faculty related reveal that this faculty believes that: (a) they are a great staff with dedicated teachers, (b) they are able to do their own thing in their classroom, and (c) they believe they have the freedom to speak their piece when the need arises. They view themselves as a proud cantankerous bunch who are often rough on new teachers. This faculty reports that teachers must teach well if they want full respect at this school. They also report a number of other characteristics that represent their pervasive beliefs. They report that: (a) they are cynical about change, (b) their consensus process does not work, (c) they are individualistic, (d) they do not have enough "time" to socialize and to plan, and (d) people who are blockers on their staff prevent progress. Finally, they do not believe they deal with real issues and that they are not reaching a number of their students.

Northwest High School Faculty Work Culture

The psyche. Northwest High School has a dedicated staff who are proud of the quality of teachers in their school. For many years this school has had a great reputation for academics. Faculty report that a tradition of excellence results in a sense of pride and accomplishment for this staff that is further enhanced by community support. However, there are a few factors that have caused almost a sense of shame for this faculty. While some indicate they are a cantankerous bunch and proud of it, many are not proud of the fact that they cannot get along well together. Staff members report they are bothered by the tough treatment new faculty members endure from senior faculty. They indicate that

new teachers are told their names will not be learned for a few years because they might not last. They report that new teachers are also given the most difficult teaching assignments, given little support, and are virtually ignored. This faculty is also not proud of the way faculty members behave during staff development sessions. They indicate staff members are often rude to presenters who are sometimes members of their own staff. Overall this staff appears to have a low sense of self-esteem.

The faculty at Northwest High School has self-efficacy in some areas, but in other areas they do not feel at all efficacious. For example, they believe they can teach well. Teachers are able to see the results of their teaching through those students who are academically proficient. Those results help to validate or at least support their perceptions of their ability to do their job. On the other hand, they realize they are not reaching a number of their students. They report their student population is changing and that many of their new students are not as academically inclined. Staff members indicate they are concerned about their ability to serve these students as well, and some staff members admit that their staff needs to change in order to do so.

This staff believes they are unable to accomplish very much related to school improvement and change. They place the blame for not getting involved with school improvement efforts on lack of time for planning, heavy workload, blockers on staff who prevent progress, and intense teaching assignments. Many staff members refer to school

improvement as if the responsibility belongs to someone else. They report that faculty members talk about school improvement but seldom do anything significant about it.

Although they indicate that their principal has provided more than adequate freedom for them to make decisions, this staff is not empowered. First, many believe they are limited in what they can do because "downtown" (their central office) mandates change and calls all of the shots. As an example, they cite the seven-period school day that was mandated by their central office. Faculty report they were told they could make the decision regarding the school periods, but the school board overruled them and implemented the seven period schedule. As a result, many teachers are cynical about the value of site-based management since they believe their input was ignored. Second, staff report that powerful parents and parent groups control a lot of what goes on in their school through political action with teachers, board members and central office administrators. They appear to use "downtown" and political parents as an excuse not to commit to getting involved in activities that might improve their school.

The Northwest High School faculty members are not very optimistic about their future chances for success. They are aware of some of their problems, but do not feel empowered to change. However, some are hopeful that school improvement can be accomplished. These faculty members indicate that they have a number of good people on staff that can get it done if they pull together. However, many indicate they do not like change, and believe they can do what needs to be done to be successful.

In summary, this faculty feels good about its success with academically talented students, but faculty members do not feel very good about themselves otherwise. They question their ability to serve their changing student clientele, and they do not think they have the ability to manage change and school improvement. They feel powerless and choose to blame their inability to accomplish school improvement and change on others, such as central office. Finally, while they are hopeful that things will change, they have no sense of optimism to help them get through difficult times. The collective mindset of this staff is one that is not likely to allow them to embrace change efforts or take risks to improve their school.

Group support. There is not strong group support within this faculty. There does not appear to be a sense of caring or support for colleagues on the part of faculty members. In fact, they see themselves as cantankerous and they are not ashamed of it. It is especially difficult for new teachers to gain acceptance at Northwest because of the long-standing attitude that senior staff members have about newcomers; they believe new teachers should be seen and not heard until they have proven themselves. New teachers report they do not feel respected as a result of this kind of behavior. Staff report that respect is not shown to other faculty members as well. They indicate there is a lack of respect for those who are perceived to have less than adequate teaching ability.

There is not a strong "sense of family" within this staff. While there is some support within groups and some departments, most faculty members indicate they do not

work well together and that there are factions and divisions on staff. Furthermore, it is the perception of most staff that there are blockers who disrupt plans for school improvement and cause problems that further divide the staff.

The Northwest faculty does not work together as a team. There appears to be at least two distinct subcultures in the Northwest faculty; a large group of veteran staff who seems to resent a relatively new group making decisions, and a new group who want change and are frustrated that nothing is happening. Staff members report they are unable to reach decisions on school improvement issues because they lack a consensus process. They also indicate that they are use to working in isolation.

Student orientation. The staff's orientation toward students is two dimensional. First, this faculty is academically oriented and their focus appears to be primarily on those students who excel academically. Second, faculty members report that they are not inclined to nurture their students and therefore, do not talk about how to promote the overall cognitive, social and emotional development of students. They appear to blame lack of achievement squarely on the students. Also, they report that students' bad language, and that poor behavior in school are symptoms of bigger problems in society.

Success orientation. Although faculty members at Northwest High School strive for academic achievement, it appears to be limited to their own classrooms and to their academically oriented students. Because of their inability to even discuss school improvement, very little is accomplished schoolwide to improve their orientation to schoolwide

change or to improve academic achievement for all students. Great schools are recognized by other characteristics. They are: change orientation, results orientation, continuous improvement, and responsibility. Faculty members in this school report they do not like change and provide several excuses to avoid getting involved in change efforts.

Furthermore, there appears to be no effort by staff to examine student data or to focus on results to promote continuous improvement.

In summary, the faculty work culture in this school is one that provides little support for schoolwide improvement and change. While they are a proud group of teachers who place a great deal of value on academic excellence from both the teachers and students, some believe that both groups suffer due to unrealistic expectations being placed on them. There are some teachers in this building who want to see change occur, but indicate that it is very difficult to break through old traditions and habits that they believe have their staff standing still in time. Also, there is minimal group support and no sense of family among this faculty. Some departments offer support to their members, but as a total faculty they lack a sense of caring and respect for fellow colleagues. While a small group is trying to provide leadership and plan for the future success of the school, the majority of faculty members do not come together as a schoolwide team to resolve issues or discuss what they want their school to become. Their orientation toward their students is moderate with a focus only on academics, but none toward nurturing students to help them achieve desired academic outcomes.

Faculty orientation to success is low. They have not implemented any new programs or innovations schoolwide in recent years. Furthermore, they are cynical about change and do not use school and student data to plan for continuous improvement. Their principal has encouraged decision making participation for staff members through their Site-Based School Council, but staff members do not appear to want to take on the responsibility for school-wide improvement and change.

Southeast High School Themes

Themes that are school related for Southeast High School are shown in Table 8. Five themes emerged related to faculty perceptions about their community. This faculty believes that: (a) their community supports the school, (b) more parental support is needed, (c) their community is changing, (d) their school is a unifying agent in the community, and (e) their community is a stable, tight, special community. One district related theme indicates that faculty members believe their district mandates changes.

Themes related to faculty perceptions about their school indicate that staff members believe that: (a) their school has a great tradition, (b) it is a great place to work, (c) they are given an undeserved negative image, (d) they have strong administrative leadership, and (e) their school is in transition. They also believe that: (a) they have "good kids" in their school, (b) some students are not achievement oriented, and school is not a priority for them, (c) many of their students lack respect, and (d) many students are affected by tough home situations.

Table 8

Themes Related to Five Aspects of the School Environment for Southeast High School

SOUTHEAST HIGH SCHOOL	
COMMUNITY	Supports the school Need parental support Changing community School is a unifying agent Stable, tight special community
DISTRICT	Our district mandates change
SCHOOL	Our school has a great tradition and is a great place to work We have an undeserved negative image We have strong administrative leadership Our school is in transition
STUDENT	We have good kids Some students are not achievement oriented Some of our students lack respect Tough home life affects our students School is not a priority for some of our students
FACULTY	We are a cohesive faculty We are supportive/caring and dedicated We are provided classroom autonomy We have faculty not doing what they should in the classroom Our consensus process does not work We need to find out what others are doing We are making some progress with school improvement We do not get at real issues and we are fragmented on change We are not sure what to do next We should demand change - change cannot be mandated We find change to be really hard

Faculty related themes indicate that staff members believe: (a) they are a cohesive staff with a strong sense of family, (b) teachers are dedicated and really care about their students, (c) they are provided autonomy in the classroom and treated like professionals, and (d) they have some teachers who are not doing what they should be doing in the classroom. Additionally, staff members believe that: (a) they are on the right track with change and doing good things, (b) there are still too many teachers who are not making progress, (c) they can not seem to get at real issues because they are fragmented in their beliefs and on issues of change, and (d) they are not sure what to do next, that perhaps they should mandate change. Finally, most faculty members believe that change is really hard.

Southeast High School Faculty Work Culture

The psyche. The faculty at Southeast High School has a relatively strong sense of self-esteem. They report that they are trusted by their school administrators and provided classroom autonomy to educate students. They are also held in high esteem by parents and members of the community. This faculty reports that they are proud of the rich tradition of togetherness and school pride that has developed over the years between their school and their community. Often viewed in a negative light by others in the district, these "underdogs" as they refer to themselves, work extremely hard to prove that they are as good or better than most. Recent initiatives designed to improve student achievement

implemented in this school serve as a model for others to follow and give a tremendous boost to the self-esteem of this faculty.

Staff members report that they are proud of the strides they are making toward school improvement and change. They believe that what they do makes a difference for students. Finally, a monumental feeling of self worth for this faculty is derived from the perception that they are a training ground for administrators. They believe those who work at their school have the potential to go on to other opportunities in education as a result of their experiences at Southeast High School. They indicate that many others have done so in the past.

Southeast High School faculty possess self-efficacy in some areas and not in others. They are somewhat sure of themselves in the area of school improvement and change due to past successes. They indicate that they feel confident they can get the job done. They also also report that not everyone on the staff feels that same way. There is a core of 40 of more staff members who are instrumental in discussing possibilities for the future of this school and in encouraging others to commit to excellence. They indicate that they are on the right track with change, but their next steps are a little uncertain. They are eager to find out what others are doing in this area so they can plan a new direction. Many on this faculty report that they are hungry for change and even though they know that change cannot be mandated, they are constantly presenting information to faculty members in an attempt to widen the circle of involvement in their school.

Faculty members do not feel as efficacious in their ability to help students achieve academically. While they report there are many good teachers on staff who work overtime for students, there are others who are perceived to be just going through the motions. Furthermore, many believe there is little they can do to raise student expectations and achievement without parental support. They report that their student dropout rate continues to climb and student test scores are low. Faculty members indicate students are not achievement oriented and that other factors beyond teacher control influence student lack of success such as; difficult home situations, students working long hours on jobs, and their general lack of interest in school.

Faculty indicate they are empowered to do whatever they feel is necessary to improve the quality of education for their students. They believe they have excellent principal leadership, and indicate that he has provided them considerable autonomy not only in making classroom decisions but also in making schoolwide decisions as well. To add to that, they are not concerned about interference from central office, because they believe they can work around any barriers created by them. Their most immediate concern, however, is to gain support and commitment from those faculty members who do not yet see the correlation between schoolwide improvement and student achievement.

At this juncture, the Southeast High School staff is somewhat optimistic about school improvement and change. Some believe they have the ability to make things happen in their school. Additionally, there is a momentum generated by several faculty

members who continue to advocate school improvement and change. They realize change is hard, and report that if they are to help students and themselves become successful, that it is up to them to make the necessary changes.

In summary, these are faculty members that take great pride in themselves. They show no signs of having an inferiority complex due to the negative image others have of their school. In fact, their self-esteem is made stronger as a result of their rich school tradition and their school pride. Many believe they have the ability to accomplish activities related to school improvement and change, but they are finding it hard to convince some others in their school that those same activities are tied to academic improvement for students. They realize what they need to do in order to become a great school, but they are not sure of the next steps to follow. They are empowered to make decisions and have the faculty leadership to move toward school improvement, but progress has been slow. Some faculty are somewhat optimistic that they can make good things happen in their school and are actively seeking commitment from additional staff members to join the cause. They believe a plan of action will enable them to focus on their goals and give them direction. Their collective mindset is one that will allow them to proceed with vigorous conviction to take risks and to look for new directions that will involve schoolwide change and excellence.

Group support. There is a "sense of family" among faculty members in this school. They like each other and are basically supportive of one another. It appears important to them that everyone is made to feel like a member of the school family. While

there is not a great deal of socializing among faculty members, they do exude a certain amount of camaraderie and caring for each other that is more personal in nature than related to school issues and change. On occasion, faculty members are recognized by their colleagues for individual and group accomplishments.

While there has been teamwork for school improvement by this staff, they report not everyone has been involved. They indicate that at times they do not come together on real issues of change and school improvement. There appears to be three distinct faculty subcultures: the change agents, the "leave me alone status quo group", and the fence sitters who are not certain which direction to take. Finally, they report that they lack a real process for decision making that will allow them to reach consensus on important issues.

Student orientation. Staff members report their students are "super." They indicate that they like their students and try to provide a good school atmosphere for them. They tend to nurture students somewhat because they have empathy for the home situation with which many students have to contend. Furthermore, they try to shield students from the negative image their school has acquired over the years.

This faculty is achievement oriented, but many of their students are not. Faculty members indicate they are frustrated that students are often disrespectful, apathetic about learning, and generally have a lack of interest in school. Some faculty believe that they have a certain responsibility to try to turn that around. They indicate that there are many good

teachers on staff, but there are others who are not doing what they should be doing for students in the classroom.

Success orientation. Overall, this faculty's orientation to success is strong. There is an influential group of faculty members who understand the need for school improvement and want to see change occur. They are already involved in discussions and activities that require them to look at student data and discuss possibilities for improvement. They believe that it is their responsibility to help students attain academic success. They state that there are others who are more subject oriented and believe it is the students' responsibility to find success. Faculty members also report that others on the staff are not yet convinced that a change in faculty values and beliefs correlates with substantial academic improvement for students.

This is a cohesive faculty; they like and respect each other. They are supportive of others' efforts, and believe it is important that everyone on staff is made to feel a part of the Southeast High School family. Although there are some staff members who have implemented small scale change within the school, they report that others have not joined in to support these changes nor have they offered to expand these initiatives. The absence of a decision making process has kept them from coming together on issues of schoolwide change. Faculty members like their students, but do not establish high standards of excellence for them. Some staff do not share in the responsibility for helping students become successful.

The faculty work culture at Southeast High School provides strong support for schoolwide improvement and change. This culture has some strong points. There is strong group support. The caring, respect and support they have for one another has developed into a strong sense of family for this staff. They have faculty leadership ready to take the lead in school improvement efforts, and an administration that has empowered them to do so.

Their orientation toward their students is moderate in that they tend to nurture their students, but they do not push for academic excellence. Their orientation to success is strong. They have experienced success with programs in their school, even though not everyone has taken the responsibility for schoolwide improvement. They are finding the process of change hard as small groups of faculty members try to implement initiatives. Some faculty would like to mandate change. Collectively, not everyone is committed to schoolwide excellence, but there is a core of staff members who use student data to plan for schoolwide improvement, and take the responsibility for helping students succeed academically.

South Central High School Themes

Reported in Table 9 are themes related to the five aspects of the school environment for South Central High School. Three themes are community related. Faculty members indicate that: (a) the community supports the school, (b) more parental support is needed, and (c) their community has a negative image. Four themes are district related.

Faculty report that: (a) their district interferes with school management, (b) the district mandates change; (c) they are treated unfairly by their district; and (d) their district does not provide them with adequate resources.

Seven themes are school related. Staff members indicate that: (a) their school is a great place to work, (b) their school is the center of their community, (c) they have an undeserved negative image, (d) their school is a safe haven for their students, (e) they have strong administrative leadership, (f) they lack space and technology, and (g) they need tighter discipline and standards. Six themes emerged from the interviews in this school that are student related. Staff members believe that: (a) they have great kids that attend their school, (b) some students are apathetic about learning, (c) some students lack respect, (d) their students have tough home situations, (e) they have diversity, and (f) most students in their school respect their building.

Several themes emerged that are faculty related and reveal how faculty members view themselves. They report that: (a) they feel a sense of family (b) staff members are nurturing and supportive people, (c) staff members are dedicated, (d) they are proud of their diversity, and (e) autonomy in their classroom allows them to do their own thing. They also have some contradictory ways of thinking. They indicate that: (a) they are tired, busy and overloaded most of the time, (b) that they have unsatisfactory working conditions, (c) they are cynical about change, and (d) their process for decision making does not work. Finally, they do not believe they are challenging students to their full potential.

Table 9

Themes Related to Five Aspects of the School Environment for South Central High School

SOUTH CENTRAL HIGH SCHOOL	
COMMUNITY	Supports the school Our community image is not positive We need more parental support
DISTRICT	Our district interferes with the school management Our district mandates change Our district treats us unfairly No resources are provided to us by our district
SCHOOL	Our school is the center of the community Our school is a great place to work We have an undeserved negative image We are a safe place for our students We have strong administrative leadership We lack space and technology We need tighter discipline and standards
STUDENTS	We have great kids Some students are apathetic about learning Some of our students lack respect Tough home life affects our students We have diversity Our kids respect our building
FACULTY	We are a cohesive faculty We are a dedicated staff Our staff is supportive and nurturing Our staff give their best We are provided classroom autonomy We have a heavy workload and are tired most of the time We are cynical about change We wonder if we are challenging our students enough Our consensus process does not work We need to use more student oriented classroom activities Our working conditions need to improve We are proud of our diversity

South Central High School Faculty Work Culture

The psyche. It appears that the self-esteem of this faculty is relatively strong. They believe their school is special and they consider it the best school in the city because of the caliber of people who work there. There is a diverse student and staff population at South Central High School and staff members celebrate that diversity with pride.

Staff members report that they have the support of their community. They also indicate that their community appreciates the accomplishments the school has made, and does not hesitate to let them know it. A great deal of pride emanates from this staff as a result of what they do for students, and for the atmosphere of caring they have created in the school. This faculty is proud of the fact that they have made their school a safe place or sanctuary for students free from the maladies that plague their neighborhood.

Faculty members support each other and believe there is a sense of "family" among them. They indicate that they are trusted and treated like professionals by their principal who also gives them the autonomy they need to "do their own thing" in their classrooms. They value that confidence, which is a boost to their self-esteem. However, there are potential threats to the self-esteem for this faculty. First, they believe they are overlooked and treated unfairly by their central office. They report that "downtown" does not give a fair share of resources to their school that others appear to get from them. Second, student test scores continue to be the lowest in the city and staff members do not feel good about that.

This faculty does not have a good sense of self-efficacy. They report it is difficult to help their students achieve academically. Faculty members do not emphasize nor do they discuss schoolwide improvement as a way to improve student learning. They blame the poor academic record of students on lack of parental support and on the difficult home situations of many of their students. They indicate that there is not much they can do to help students excel academically because of outside factors that impact the lives of their students. Faculty members report that they try to meet other needs students might have, such as, social and emotional needs.

Furthermore, this faculty does not have a sense of self-efficacy about school improvement and change. They report that in past years initiatives that were adopted to promote change did not do so. That has made many staff members somewhat cynical about change and schoolwide improvement efforts. They indicate they do not get involved with school improvement because they believe their opinions do not matter, and they lack an effective decision making process.

This faculty is not empowered. Although they have support from their principal and from their community, they believe there are major obstacles in their way that prevent them from progressing. They blame "downtown" for not providing resources and for issuing mandates that bind them. They blame their heavy workload and busy schedules that do not allow them time to participate in discussion on school improvement. And they blame a certain faction within the staff whom they perceive as having the power and the

voice to make or not make things happen in their school. All of these excuses appear to hinder progress and change for this staff.

The South Central faculty is not very optimistic about school improvement. They do not believe that it can be accomplished readily in their school. While there are some who believe they need to change in order to better prepare students for the future, there are others on this faculty who are satisfied with the status quo and do not want to move out of their comfort zone.

In summary, this faculty gains a feeling of self worth by nurturing students and providing a caring environment for them. They do not feel good about their lack of academic accomplishments with students nor do they believe that they have the ability to engage in or manage school improvement and change. They place the blame for their lack of empowerment on the lack of parental involvement, lack of time, and work overload. They also feel that central office overlooks them and does not provide adequate resources. They are not optimistic about the future success of schoolwide change because of past failed efforts, but they indicate they are hopeful that it will work. This faculty does not have an overall mindset that will allow them to willingly engage in new initiatives that promote student achievement and schoolwide change.

Group support. This faculty supports one another and has developed a strong sense of "family" that holds them together. They report that they enjoy working at this school because of the support and caring the feeling of "family" provides them. They

indicate that they are dedicated and there is a great deal of respect for those staff members who give their best to the school and the students. This faculty is supportive of individual differences and they value their diversity and their individualism.

The South Central faculty has not been involved in a team effort to promote school-wide excellence and change. Thus, their togetherness has not yet been seriously tested due to lack of discussion and engagement in change efforts which often evokes differing points of view and can strain relationships. In addition, faculty members believe there are a select few on staff who make the decisions. They report that they want a better decision making process that would allow everyone input. They indicate that they do not like change and spend very little time talking about it even though they report their students' test scores are the lowest in the city. They believe change is hard; therefore, they are reluctant, but not altogether opposed to engage in that process.

Student orientation. Faculty members believe their students are special and they devote a lot of time nurturing and caring for them. They react to students in this manner primarily because they believe it counteracts the difficult home situations with which many students have to cope. Faculty members also believe they provide a safe haven at school for students who are often at school well after the dismissal bell to escape the turmoil that often occurs in their neighborhood. They empathize with their students and appear to supplement at school the caring and understanding many of their students seem not to get from home. While there is a strong orientation by staff to nurture students, academic

achievement does not appear to be as emphasized. They indicate that while there are many good teachers on staff who give their very best, there are some who do not. In fact, many faculty members believe they compromise standards and expectations in academics because students are so needy in other areas. Nevertheless, they are frustrated that students are not achieving and contribute students' low academic performance to apathy, disrespect, and having only a social interest in school.

Success orientation. The faculty at South Central High School does not have a strong orientation to academic success. They seldom talk about school improvement and its relationship to student achievement. They are uncomfortable with the data that are presented to them by their principal which clearly addresses the need for change. Faculty members indicate they are afraid of change and do not want to accept the responsibility for student achievement and schoolwide improvement.

The South Central staff is a cohesive one. They are proud of their togetherness and their strong sense of family. They like each other, and therefore, find it very easy to respect, care for, and support one another. There is not a strong team effort on the part of this staff. They are not engaged in any school initiatives that require them to work as a team. They do not believe they have real input in matters that affect their school so they rarely discuss schoolwide improvement. They are passionate about their students and tend to nurture them almost at the expense of compromising academic standards. This faculty does not have a strong orientation to success as evidenced by low student test scores, their

reluctance and lack of responsibility to examine and use test data to improve, and their fear of change.

The faculty work culture in this school provides some support for school improvement and change. Faculty members are supportive and have a caring attitude which has developed into a strong sense of family for this staff. They respect each other and they respect their students. They report that their building administration is strong and has the best interest of the students as a major focus. They are proud of their school and they show appreciation for the diversity there that is represented by a wide range of staff abilities and racial diversity among students. They care about their students and would like to see them do better than they have done in the past. However, this faculty is not engaged in a real team effort to promote academic and schoolwide success, but they want to have input that would allow them to do so.

The faculty at South Central High School has a low orientation to success. Student test scores are low, and although there are many social agency programs in the building to help students succeed, teachers have not initiated any schoolwide action plan in recent years that would help to improve academic achievement. They are cynical about change and blame others for their shortcomings. They have not yet taken full responsibility as a staff to promote schoolwide improvement and change.

Washington High School Themes

Themes related to the five aspects of the school environment for Washington High School are shown in Table 10. Three themes emerged from the data that are community related. Faculty members report that: (a) their community supports the school, (b) more parental support is needed, and (c) their school community is very conservative. In addition to the district related theme, i.e., the district mandates changes, this school has an additional aspect related to "Outside Influences." They believe that outside influences control curriculum and other school related matters.

Themes that are school related reveal faculty perceptions about their school. Faculty members at this school believe that: (a) their school is a great place to work, (b) they lack school spirit, (c) they lack planning and communication in their school, (d) their school is big which isolates people, and their school is pretty traditional. They also indicate that their administration does not follow through on changes, and there is a "we-they" relationship between their staff and their school administration. Themes that are student related indicate that faculty members believe that: (a) they have "good kids" attending their school, and (b) many students are apathetic about learning or satisfied with just passing.

Several themes emerged that represent the faculty's perception of themselves. Faculty members report that new teachers are treated well when they first arrive at their school, but after that they are on their own. They indicate that their staff is fragmented by

Table 10

Themes Related to Five Aspects of the School Environment for Washington High School

WASHINGTON HIGH SCHOOL

COMMUNITY	Our community supports the school We need parental support Our community is conservative
DISTRICT	Our district mandates changes
OUTSIDE INFLUENCES	Influences outside of our district control curriculum and some other matters
SCHOOL	Our school is a great place to work We lack planning and communication Our school is "Big" and fragmented Our school is traditional Our administration does not follow through on changes Our school spirit seems to be getting better
STUDENTS	We have good kids We have students who are apathetic about learning
FACULTY	We are tough on new teachers We are cynical about change Our consensus process does not work We need more time for socializing and planning Our faculty has cliques We disagree with our principal's leadership style Our morale is low We have blockers on staff who prevent progress We do not celebrate success well We need a common staff room

cliques and that they need a common staff room to help bring staff members together.

They also report that: (a) more "time" is needed for socializing and planning, (b) morale is down, and (c) faculty success is not celebrated very well. They believe they cannot handle more change that requires time, and that while they have staff leaders, they also have blockers who prevent progress. Finally, they report that their process of decision making does not work well, their school timetable (schedule) needs to be altered, and they are cynical about change.

Washington High School Faculty Work Culture

The psyche. The faculty at Washington High School are supported by the community and they take pride in the quality of their teaching staff and excellent educational programs they provide for their students. Even so, this staff has a relatively low sense of self-esteem. There are several other factors that prevent this faculty from feeling a complete sense of self-worth. To begin with, faculty members feel that the physical layout and size of the school isolates them. They are literally divided by North and South wings of the building. Faculty report that it is like having two staffs. They also believe that one side is favored over the other and gets more attention from the administration. Next, they indicate it is not uncommon for faculty members to go months without getting to know new colleagues. Many report that their school is a lonely place to be. They believe a common staff room would help eliminate this problem and bring them together more often. Also, they believe new staff members are treated unfairly after they

have been properly welcomed to this staff. For example, they are often given the toughest assignments and receive very little assistance. All of these factors contribute to a low sense of faculty morale and self esteem.

The self-efficacy level of this staff is high in some areas and low in other areas. They are very confident in their ability to teach and help those students who are academically inclined to achieve at peak performance. They also provide a good learning climate that enables students to progress and enjoy school. They do not feel as efficacious, however, with students who are academically at risk. They place the blame on students for not achieving. They believe too many of their students are apathetic and unmotivated, are not goal oriented, do enough just to get by, have low expectations for the future, and view high school as their terminal degree.

In the area of school improvement, the Washington High School staff has very little self-efficacy. They are cynical about change and do not believe they can handle change, especially if it requires them to put in more time. They are skeptical about the prospect of implementing a recently adopted school initiative--their first. The Mentor Program assigns a group of students to teachers who will follow their progress through high school. It is the perception of staff that they were forced to adopt the plan, because originally it was not their idea. They make excuses not to get involved. For example, they reported that on their current school timetable (schedule) they are extremely busy and do not have the time to get involved with school improvement and change efforts.

Faculty members report that they have many leaders within their ranks, but they still appear to possess the characteristics of a powerless group. They do not believe they have the ability to make decisions or act on matters in their own behalf. They blame their lack of empowerment on sources other than themselves. While it appears true mandates that affect most schools in this district are imposed from outside sources, this faculty indicate that they have the reassurance of their principal that they can create and implement initiatives they feel are good for their school. Still, they find reasons not to act. For instance, they cite their heavy workload, faculty blockers, teacher isolation, and lack of quality time for discussion and planning as excuses to remain stagnant.

This staff is not optimistic about schoolwide improvement and change because they appear not to fully understand what it entails. Their discussion is limited because change is not a topic that is welcomed. Some staff members are hopeful that something will happen in their school to make things better but they are not sure what.

In summary, faculty members at Washington High School are proud of their teaching staff who they believe are hard working and dedicated people. They also feel good about their ability to teach academically inclined students. They are not as successful with students who have lesser abilities and they do not believe they can handle schoolwide improvement or change. They do not believe they control their own destiny and try to rationalize their inability to take action. They also blame their inability to change on lack of time, mandates that they believe constrict their efforts, and blockers on staff who

prevent progress. They have a tentative optimism about their future chances of success for schoolwide improvement. They indicate that their school is conservative and, therefore, believe change will not come easily. The collective thinking of this staff suggests they have a mindset that is not open to schoolwide excellence and change.

Group support. There is not strong group support within this faculty. While faculty members indicate they are caring people who respect each other, it appears they do not display much interest in their colleagues outside of their own department. They provide initial support to new faculty members but it is short lived because they believe their hectic schedule and lack of time requires them to be in a survival mode of their own most of the time. Additionally, faculty members indicate they do not possess a sense of family. They rarely socialize and report faculty factions and cliques prevent them from being a close knit staff.

The Washington High School staff does not work together as a team. They report that some departments interact effectively but most do not. They rarely discuss school improvement because they do not believe they have control over their own situation, nor is there any kind of decision making process in place that would assist them in making decisions. Faculty also appear to have some suspicions of each others' motives and there is a lack of trust within the faculty. Although they indicate the north and south physical division of the school has not caused faculty division, many view the faculty as a separate staff with separate staff rooms. There are some who believe administrators even favor one

side more than the other. Furthermore, this staff has a lack of trust for their building administration. They believe their central office controls their principal and that many decisions are made prior to being presented to the faculty.

Student orientation. The faculty at Washington High School indicate that they like their students and enjoy working with them. Although this is not a nurturing staff, they provide an atmosphere in their school where the diversity of the student body is accepted and appreciated, and where all students feel welcome.

This faculty is academically oriented and want to see their students achieve. They believe they provide an excellent education to those who (they feel) want to learn, but others with lesser abilities are not as fortunate. Faculty members blame lack of achievement on students' apathy for learning, their lack of motivation, and their preoccupation with jobs, and other matters not school related.

Success orientation. Washington High School faculty is achievement oriented but that achievement is limited to individual classrooms. Faculty members do not take the time to look at the bigger picture of school improvement or to discuss and understand how it relates to academic achievement for all students. They indicate they rarely talk about using student data to identify goals for schoolwide change. Faculty members readily admit they do not like change. They report that they have not made any changes in many years and have become comfortable with their situation and afraid of the unknown--change. Many indicate they do not want to commit to anything that requires them to put in more time.

This is not a faculty culture that appears ready to make changes, take the responsibility for schoolwide change, student achievement, or continuous improvement.

This faculty does not appear to be a cohesive one. Along with being literally divided by the size and layout of the building which they indicate isolates them, there are no structures in place to bring staff together for any length of time to get to know one another. Although they appear to respect the work that others do in their building, faculty members report they are often too busy "doing their own thing" to be of any assistance to others.

The faculty work culture at Washington High School provides little support for schoolwide improvement and change. They do not have strong group support. There is no team effort for schoolwide improvement and the staff is dominated by faculty factions and cliques. There is not a decision making process in place to help them decide important school matters and they rarely interact professionally or socially. Faculty members have respect for their colleagues, but have little time to support them outside of their own departments due to lack of time and the opportunity to interact with others. Their orientation toward students is focused toward those students who are more academically inclined and then limited to individual classrooms rather than schoolwide.

The Washington High School staff do not appear to have a good orientation toward success. They do not focus on student data that could help them identify areas of change. Although they have a plan to implement a schoolwide initiative in their school, they are

cynical about change and do not accept the responsibility for student achievement and schoolwide improvement. They believe that change is not something they can easily accomplish as a staff.

West High School Themes

Table 11 shows the themes related to four aspects of the school environment for West High School. There is no community aspect for this school because students are drawn from other communities in the district. Themes related to the district aspect indicate that this faculty believes that "downtown," their central office, occasionally interferes. Additionally, staff members indicate that there is a lack of trust for central office. They add however, that some of their "downtown" supervisors are helpful.

Themes that are school related represent several beliefs faculty members have about their school. They indicate that: (a) their school is a special place that works, (b) they have strong administrative leadership, (c) their school has a college atmosphere, (d) faculty members have fun together, and (e) they have excellent support services in their school. They also report that: (a) they lack a sense of identity as a school, (b) they have an undeserved negative image, (c) they often have to compete for students, (d) their facility is just adequate, and (e) there are those on staff who long for the old ways of doing things.

Themes that are student related indicate that these faculty members believe that: (a) their students are a diverse group, (b) students attend their school because they want to,

Table 11

Themes Related to Five Aspects of the School Environment for West High School

WEST HIGH SCHOOL

DISTRICT	Our district interferes with school management We have a lack of trust for central office Our downtown supervisors are helpful
SCHOOL	Our school is a special place that works We have strong administrative leadership Our school has a college atmosphere We have fun We have excellent support services We lack a sense of identity We have an undeserved negative image We are concerned about student numbers for our programs Our facility is just adequate We have some who want the old days back
STUDENT	We have diversity Our students want to be here Our students are motivated Some students are apathetic about learning Some of our students lack respect Our kids respect our building
FACULTY	We are unique, diverse, eclectic We are a dedicated staff We like each other Our staff is supportive/caring We communicate well We are provided classroom autonomy We socialize well together Our decision making process does not work We are individualistic We have four different faculty groups We need more pats on the back

and (c) most of their students are motivated and respectful. They also indicate that there are a small number of students who are apathetic about learning and some students lack respect for themselves and others.

Faculty related themes represent perceptions that faculty members have about themselves. Faculty members indicate that: (a) they are a unique, diverse, eclectic group, (b) they are dedicated, (c) they like each other, (d) they are supportive and caring, (e) they communicate well, (f) they have autonomy in their classrooms and the freedom to develop programs, (g) and they socialize very well together. Furthermore, faculty members report that: (a) their process for decision making does not work for them, (b) they are an individualistic faculty, (c) they have four different groups within their faculty but they co-exist well, and finally, (d) they feel they need more pats on the back.

West High Faculty Work Culture

The psyche. West High School faculty has a relatively strong sense of self-esteem. Much of their pride and feeling of self worth is derived from the fact that they have been able to make their non-traditional high school work successfully. They have the respect of their principal whom they say treats them like professionals. They also indicate that they are provided autonomy in their classrooms to design and implement the type of programs they believe are best for their students. They are proud of their ability to successfully work with an ethnically and academically diverse group of students. Most faculty

members chose to work at West High School and they believe they are doing special things that are significant for the future success of their students.

Many faculty members were part of the school before it was restructured, and they report that the strong tradition and sense of pride and excellence that was associated with the past school remains alive and well in the faculty members of today. Furthermore, this faculty believes that the unique blend of people on staff makes them a special group. They report that all individuals are respected by colleagues for their special teaching forte. If there is a threat at all to the self-esteem of this faculty, it is in their discontent in two areas: (a) being viewed in a negative manner by other schools whose top students are drawn to West High for advanced classes, and (b) the absence of receiving faculty recognition for the work that they do.

This faculty has a high level of self-efficacy. They are very confident in their ability to teach, and to provide the kind of environment necessary for their students to learn and achieve. They believe they prepare their students well for the world of work, and to go on to higher education which are two primary goals of their programs. Because students attend their school by choice, faculty members believe their job is made a lot easier; there are less discipline problems and students work hard to achieve.

This is an empowered faculty. Even though they are segmented into four specialized areas, staff members in each area feel they have the ability to control their own programs and often they receive assistance from "downtown" supervisors. They indicate,

however, that they have not been given the opportunity as a total faculty to have input regarding school-wide initiatives. They not only lack an adequate decision making process, but to this time, their site based council has not been effective. Many faculty members have been content to let the principal make the decisions. Those who are not content, sit quietly by being disgruntled by the decisions being made. They believe that given the opportunity they could make effective decisions for their school.

The faculty at West High School is somewhat optimistic about their future success. Their school works for them and they are confident in their ability to maintain a high level of excellence. They believe they have the ability and support to accomplish whatever they need to in order to promote school improvement and academic excellence. However, their optimism is somewhat guarded. Since their school is a relatively new concept and still very vulnerable, they are not certain that "the powers that be" will not yet again want to restructure, or even eliminate their programs.

In summary, this faculty appears to have a high achievement orientation. They believe they are doing quality work to educate students. They feel good about themselves and the unique mix of disciplines offered to students that characterizes their school. They like what they do and they are quite comfortable in their non-traditional school. They believe they have the power to make decisions about their work, although at present they have little involvement in schoolwide initiatives. They are not afraid of change and they believe they can handle school improvement initiatives. They are optimistic about their

future, but that optimism is somewhat guarded due to the fact that they are still in the early stages of being an experimental school program. The mindset of this faculty appears to be open to schoolwide change and academic excellence.

Group support. The West High School faculty is very cohesive. They like each other and do not hesitate to support one another whenever the need arises. Even though the faculty is fragmented by the different areas of concentration (academic courses, vocational, language and biology), and by the physical layout of the building, they indicate that they are like a "family" and they stick together. Within each distinct area, faculty members collaborate and act as a team to accomplish their objectives. They also believe they are fortunate that they do not have to compete with each other for students.

They socialize well together, but they are also individualistic and their individuality is accepted and respected by colleagues. It appears this faculty has a work ethic that is based on team work and cooperation. For example, they indicate it is not unusual to get assistance from other faculty members not necessarily in their same area. That assistance may or may not be school related. They believe that same team spirit could serve them well with school improvement initiatives.

Student orientation. Faculty members at this school place a great deal of emphasis on the academic success and well being of students. They are committed to students because students attend their school by choice and want to be there. They report that they maintain high standards and expectations for their kids, but they also help them

meet those standards. They indicate however, that although most of their students come to school motivated and eager to learn, there are some who are less motivated and have to be continually encouraged to do better. This faculty believes the diversity of their student population adds a special dimension and interest to their collegiate school environment.

Success orientation. The West High staff has a high orientation to success. It is difficult to characterize their success orientation as a total group because of the different entities (programs and disciplines) within the school which all operate quite differently. The vocational unit concentrates on maximizing program success to give their students the competitive edge for success. The staff in the academic disciplines meet periodically to focus on academic achievement, results, continuous improvement and change for the benefit of achieving academic excellence for their students. Regardless of the area in which faculty members work, most believe it is their responsibility to help their students attain academic excellence.

The faculty work culture at West High School provides strong support for school-wide improvement and change. This faculty has strong group support, but due to the unique structure of programs in their school they have not engaged in any schoolwide initiatives. They are a cohesive staff who respects and supports one another. They take great pride in the fact that they are a unique group with strong team spirit and the ability to socialize and have fun together. They have a strong student orientation that allows them to commit to improving the academic as well as the social well being of their students.

The West High School staff has a strong orientation to success. Staff members focus on academic achievement and they consistently use student data to plan improvement efforts. They are not afraid of change and share the responsibility for the academic success of their students.

Eastern Heights High School Themes

Table 12 presents the themes related to the five aspects of the school environment for Eastern Heights High School. Themes related to the community aspect of the environment as seen by the faculty reveal that: (a) their immediate school community supports the school, (b) they need more parental support, and (c) boundary changes have caused a change in their school community making it segmented. Themes related to the district indicate that it is the perception of staff members that their district interferes with school management and mandates change.

Themes that are school related reveal the beliefs faculty members have about their school. They report that: (a) they have an undeserved negative image, (b) their school is going through a transition and the change is tough, (c) they lack planning and communication in their school, (d) they do not agree with the leadership style of their principal, (e) they need tighter discipline and standards, (f) they believe discipline is not handled even-handedly, (g) safety in the school is an issue for some, and (h) faculty members are not sure what they want their school to be.

Table 12

Themes Related to Five Aspects of the School Environment for Eastern Heights High School

EASTERN HEIGHTS HIGH SCHOOL

COMMUNITY	<p>Our community supports the school</p> <p>Our community has gone through a transition</p> <p>Our school community has been fragmented by boundary changes</p>
DISTRICT	<p>Our district interferes with school management</p> <p>Our district mandates change</p>
SCHOOL	<p>Our school has a diverse population</p> <p>Our facility is not kept clean</p> <p>We have an undeserved negative image</p> <p>Our school is in transition and finding it hard to change</p> <p>We do not agree on the principal's leadership approach</p>
SCHOOL	<p>We lack planning and communication</p> <p>We need tighter discipline and standards</p> <p>We do not deal even-handedly with suspension</p> <p>Safety is an issue for some of us</p> <p>We do not know what we want our school to be</p>
STUDENT	<p>We have many good kids</p> <p>We have diversity</p> <p>We have many students with special needs</p> <p>We have students that should not be here</p> <p>We have students who are apathetic about learning</p> <p>Some of our students are disrespectful</p> <p>We have some students who do not want to be here</p> <p>We have some racial concerns</p>
FACULTY	<p>Our faculty is supportive and dedicated</p> <p>We have hardworking and talented staff members</p> <p>We have faculty cliques and factions</p> <p>We need more time for socializing and planning</p> <p>We can be tough on new faculty members</p> <p>We are tired most of the time; our workload is heavy</p> <p>We have no time to do anything</p> <p>We do not talk as a faculty about our mission or our problems</p> <p>We are not empowered</p> <p>We cope by doing our own thing</p> <p>Our morale is low</p> <p>We find it hard to be optimistic</p>

Faculty perceptions about students are represented in the following themes.

Faculty believe many "good kids" attend their school. They also report that: (a) far too many students are apathetic about learning, (b) lack respect for themselves and others, and (c) some students should not be at their school while still others do not want to be there. They report that their school is diverse with a great variation in students and faculty. Finally, staff members feel there is racial isolation and racial concerns among their students.

Themes that are faculty related at Eastern Heights High School represent how faculty members perceive themselves. Faculty indicate they have very little time to do anything extra due to a hectic school pace and heavy workload. Additionally, they report that their staff is characterized by cliques and factions, and that they do not often socialize together as a staff. They also believe their school is a tough place for new faculty members. Finally, they indicate that they do not discuss issues related to school improvement, nor do they believe they are empowered to make decisions that would affect the entire school. Staff members report that their morale is down and that it is hard for them to be optimistic, but they cope by "doing their own thing."

Eastern Heights Faculty Work Culture

The psyche. The staff at Eastern Heights High School has experienced a decline in self-esteem. While they are proud of the quality of their staff and the fine job they do, particularly in academics, there are several factors that have caused their self esteem to plummet. The community support that use to be there for them is no longer as strong or

as evident as it once was. Faculty believe the boundary changes caused them to lose their most ardent parent supporters and many top students. They indicate that student test scores have gone down over the years. That drop in scores has not been good for this faculty, who once considered their students equal to none in academic achievement as a result of their ability to teach. Additionally, they report that several negative incidents that have occurred in their school involving students were blown out of proportion by the news media, and that has helped to create a growing negative image for their school and further embarrassment for their staff. Finally, many faculty members report that in their school it is difficult to feel a sense of belonging. They indicate that while staff members offer support whenever necessary, they are not cohesive and tend to do "their own thing."

This faculty possesses self-efficacy in some areas and in others it do not. For example, faculty members are very confident in their ability to teach and to help those students who are academically inclined to achieve. They do not believe they have that same self-efficacy when it comes to reaching their changing population of students that consists of those who are less capable academically, a large number of special needs students, an increased number of African American students, and students whose second language is English.

While staff are concerned about their ability to serve this growing diverse population, they believe there is little they can do to improve the situation. They indicate that they do not see much potential in many of these students and blame lack of student

achievement on "bad attitudes," lack of motivation, and disrespectful attitudes. Finally, they do not feel confident at all in their ability to manage change and school improvement. They seldom talk as a group about how to improve their school and many indicate that they cope with their present situation by "doing their own thing."

This faculty believes they are not empowered to make changes that would improve their work and their outlook on their future. Although their principal has provided them opportunities to make changes, particularly via their School Improvement Team, many are not committed or convinced that they can make a difference. They believe that site - based management is a school improvement facade and that "downtown" really controls by issuing mandates. They cited, as an example, the seven period school day they voted against because it would increase their workload and make for a hectic day. They indicate that their decision was overruled by their school board. As a result of this ruling, they appear now to have convinced themselves that they have no control in their school through the site-based management team because of this kind of interference from downtown.

Some staff members at Eastern Heights High School report that they do not want their school to remain in its present state, but they are also not sure what they want their school to become. Those who are not actively involved in trying to make things happen are only hopeful that the future will bring change. However, there is a small group who are more committed and actively involved in discussing reasons for change. They are more optimistic about the future and success at their school.

In summary, this is a faculty which has relatively low self esteem. They report that they have an excellent teaching staff but over the years their reputation as a top academic school has given way to declining test scores and a student population that could easily be classified as "at risk." They are not successful with most of these students and chose to believe that student apathy, lack of motivation and disrespect by students are problems that prevent students from achieving. They appear to ignore problems and issues related to schoolwide improvement and change. Many do not believe they have the power to make a difference in their school. However, there are some staff who are hopeful that things will change, but they are not sure how it will change or what their school will become. Overall, this faculty does not have a mindset that is ready to support schoolwide improvement and change. They are finding it hard to accept their changing population and they are afraid to take risks that may provide a quality education for all of their students.

Group support. There is not strong group support within this faculty. Most faculty members indicate that their colleagues are willing to help if needed, but they show little concern for one another otherwise. Many are content to do "their own thing." New faculty members report that it is particularly hard to get to know others outside of their own department. Faculty members report that there are a number of cliques and factions on staff and that contributes to their lack of togetherness. There appears to be virtually no team effort exerted by this faculty. Some departments work well together but some do not. Staff also indicate that they do not agree with the leadership approach of their principal

who encourages site-based management. They indicate that they avoid discussion on school improvement matters because they do not believe they have control in whatever decisions are made.

Student orientation. This faculty is very achievement oriented and appears to do well with their students who are focused on academics. They believe they have many good kids in their school, but quickly add that their student population is changing. They do not nurture their students and appear to be somewhat inflexible and less tolerant of those who do not meet their standards. Some faculty place the blame on their students for not being able to achieve, and believe that while some students do not want to go to their school, there are others who do not belong in their school.

Success orientation. This faculty strives for academic achievement, but it is limited to their own particular domain-their classroom. They do not like change and rarely discuss how schoolwide initiatives related to improved student achievement. There seems to be no attempt to examine student data or to use it as a means to focus on change. This staff does not appear to provide an atmosphere in their school where student diversity is accepted and appreciated. Staff report that not all students feel welcomed. It appears that this faculty has not yet accepted the obligation to ensure that all students learn. They indicate that it is the responsibility of students to change if they want to succeed. However, some faculty members indicate that before school improvement can even be considered at this school, staff members need to change some old values and beliefs, and

encourage more faculty members to commit to change and academic excellence for all students.

The faculty work culture at Eastern Heights High School provides little support for schoolwide improvement and change. This is not a cohesive group. While they are willing to help and support their colleagues in time of need, they state that they are generally not a caring group. They are rather individualistic and are comfortable doing "their own thing." Faculty cliques and factions make it difficult for new staff members to get to know their colleagues. There is very little team effort by this faculty, in fact, they disagree on a number of issues ranging from the principal's leadership style to the value of school improvement. They have a hard time accepting their changing student population and they place the blame on students for not being able to achieve. They are afraid of change and seldom use student data to focus on areas of improvement. They are not convinced of the value of schoolwide improvement to enhance the academic achievement of their students.

Buchanan High School Themes

The themes for five aspects of the school environment for Buchanan High School are presented in Table 13. Three themes are community related. Faculty members believe that: (a) their community supports the school, (b) they need more parental support, and (c) their school community is changing. Several themes are district related. Staff members report that: (a) there is a lack of trust for their central office, (b) their superintendent is

Table 13

Themes Related to Five Aspects of the School Environment for Buchanan High School

BUCHANAN HIGH SCHOOL	
COMMUNITY	Supports the school Need parental support Changing community
DISTRICT	We have a lack of trust for downtown We think superintendent is trying to ruin our district Our district provides no direction Our downtown is trying to "bust" the union
SCHOOL	Our school is a great place to work Our school is in transition Our facility is well kept We have low school spirit
STUDENT	We have good kids Some students are apathetic about learning Some of our students lack respect Tough home life affects our students We have a diverse student population Our students are becoming more transient We have students who choose not to get involved
FACULTY	Our staff is supportive/caring We do not hang together like we should Our faculty has cliques and factions We are not reaching all students We have many hard working and dedicated faculty We do not make decisions well Low trust among staff hinders our progress We are isolated as a staff We are not optimistic Our morale is low Change is hard; we do not know how to get unstuck

trying to ruin their district, (c) "downtown" is trying to "bust" their union, and (d) their district provides them with no direction.

Five themes are school related. Faculty members believe: (a) their school is a great place to work, (b) their school is in a transition, (c) their facility is well kept, and (d) school spirit is low. Faculty perceptions about students are represented in the following themes. Staff believe that: (a) they have "good kids" at their school, (b) students are apathetic about learning (c) some students lack respect for themselves and others; and (d) tough home life affects their students. In addition, they report that: (a) their student population is diverse, (b) students have become more transient, and (c) many of their new students choose not to get involved in school activities.

Several themes that are faculty related emerged from the data. These themes reveal how Buchanan High School Staff perceive themselves. Faculty report that: (a) they have some staff who are dedicated, (b) support is provided by others when needed, (c) they do not hang together like they should, and (e) there are cliques and factions on staff. Furthermore, faculty indicate: (a) they do not make decisions well, (b) there is low trust among staff members that hinders progress, (c) faculty morale is low, and (d) they are not reaching a number of their students. Finally, they indicate that change is hard and they do not know how to move forward.

Buchanan High School Faculty Work Culture

The psyche. The staff at Buchanan High School has a relatively strong sense of self-esteem. They have enjoyed a long tradition of academic success that has become a source of pride and accomplishment for them. They consider their school to be the best in the city and they are proud of the quality of their teaching staff. Faculty indicate they offer support and assistance to colleagues whenever it is needed, and that appears to give this staff a sense of pride. However, there are factors that have eroded their feeling of self-worth. Faced with a changing community, this faculty no longer appears to have the support from parents they once had. Additionally, their students have become more transient and appear not to rely as much on teachers or the school to fulfill their needs. Finally, there is disharmony among staff members that has caused factions and cliques to develop. They report that it is virtually impossible for them to come together on issues related to their school without feeling that someone has an ulterior motive, and they do not feel good about that.

This faculty has a sense of self-efficacy in some areas and in others they do not. They indicate they are confident in their teaching abilities and they believe they work well with academically inclined students, and those students who have the desire to achieve. They indicate they are not as confident working with the growing number of students who are less proficient with basic skills. While some offered suggestions that required teachers

to do things differently in their classrooms to help students learn, many others believe it is the students' responsibility to change if they are serious about learning.

Faculty members do not believe they can manage school improvement and change. Their sense of self-efficacy is extremely low in this area. They believe their reasons are justified for not getting involved with change initiatives. To begin with, they indicate that they are afraid of change. They cite examples of other schools who are experiencing difficulty with change efforts, and they indicate that they do not want similar things to happen at Buchanan High School. Next, there is a lack of trust within the staff and few appear to have faith that decisions will be made with the interest of everyone in mind. Furthermore, there is a great deal of concentration on matters concerning "downtown" and the union that appears to distract many faculty members from concentrating on matters that directly affect their own school. Finally, while some on this staff indicate they are not satisfied with the present state of affairs in their school, many others do not want change. They report that they are cynical about change due to past initiatives that promised change but did not produce it to their satisfaction. This faculty now appears content to maintain the status quo.

This is not an empowered faculty. Their lack of power, however, appears to be self-imposed. Although their principal has encouraged them to establish a Building Leadership Team to enable them to have some control over their lives and work at school, they are still reluctant to do so. They indicate that they have problems among themselves

that keep them from being an empowered group. They also report that some staff members at their school are preoccupied with disputes between their teachers' union and their district office that has influenced many decisions about school improvement and has polarized the staff on various other issues. Faculty report that some members do not want to get involved with school improvement because they view it as a "downtown" initiative, and they do not want to do anything that supports "downtown." Others feel differently, and want to get involved. This staff appears to lack the power and the process to make effective decisions for their school. As a staff, they do not have the collective mindset to engage in school improvement and change.

Group support. Faculty members indicate that their colleagues are caring people who assist one another in a time of need. However, they report that support is not shown to staff members on a regular basis. While there are some departments and small groups that get along well, there is not a sense of family among staff members. Faculty members report that their staff is "cliquish." Also, they differ in philosophy about school improvement and change.

For this staff, history, fallout from union battles with central office, and other factors appear to have created a lack of trust between them. They have difficulty working together as a team due to: (a) power struggles between faculty members, (b) no decision making process that will enable them to reach consensus, and (c) their perception that their

principal is there to spy on them rather than to promote school improvement and academic excellence in their school.

Student orientation. The Buchanan High School staff describe their students as "good kids" whom they genuinely like. Most faculty members are achievement oriented and do well with those students who have little difficulty excelling academically. They appear to be less tolerant with those students who lack basic skills and strong study habits. They tend not to nurture students. Some teachers realize that their new clientele of students, many whom are transitory, need classrooms that are more student centered in order to help them achieve academically. Others believe it is the obligation of their students to change if they want to find success in school. Most appear frustrated and blame low student academic achievement on lack of student motivation , difficult home situations, students who are apathetic about learning, and disrespectful student attitudes.

Success orientation. The Buchanan High School faculty has a focus on academic achievement, but it is limited to individual classrooms. They do not function well as a team and seldom discuss possibilities for schoolwide improvement and how it relates to student achievement. Although the principal has encouraged the use of student data to help focus change, many have not accepted the responsibility for student learning and show no signs of doing so. Faculty members openly declare they do not like change. While there are some staff members who are not content with the lack of team effort, staff factions, and

their inability to make decisions, there are also no risk takers willing to step up and lead this staff in school improvement initiatives that produce change.

The faculty work culture at Buchanan High School provides little support for schoolwide improvement and academic excellence. Although staff members report they care and support one another in time of need, this staff is not cohesive and has no "sense of family". Additionally, they report that there is a lack of trust among them as various factions on staff look out for their own interest.

Group support is minimal. They do not come together as a team to resolve issues in their school or to discuss possibilities for the future. Although their principal has encouraged them to establish a Site-Based Council to have a voice in school decisions, their suspicions and lack of trust for one another prevents them from doing so. Furthermore, faculty factions and cliques, power struggles between groups and individuals, lack of respect for their building leadership, and the lack of a decision making process prevent this staff from operating as a team.

While faculty members stress academic achievement, there is not a schoolwide effort to promote academics and students who are less academically inclined are often blamed for their scholastic shortcomings. This faculty does not use student data to focus change efforts; in fact, they indicate that they are cynical about change and are content with the status quo. While there are a few on staff who want things to change, they are not prepared to take the responsibility or the leadership role to try to turn things around.

Madison High School Themes

The data in Table 14 reveal the themes in Madison High School that are related to the five aspects of the school environment. Each aspect represents the perceptions faculty have about their school environment. Three community related themes emerged from the data. It is the perception of the staff that: (a) more parental support is needed, (b) their community is changing, and (c) their school community is fragmented--dispersed in

Table 14

Themes Related to Five Aspects of the School Environment for Madison High School

MADISON HIGH SCHOOL	
COMMUNITY	Need parental support Our community is changing Our school community is fragmented
DISTRICT	Our district interferes with school management
SCHOOL	We lack communication and planning Safety is an issue for some of us "Hallwalkers" are ruining our school Our principal is not visible Teacher absenteeism affects our school Our school is a dumping ground Our school lacks discipline
STUDENT	We have good kids Some students are apathetic about learning Some of our students lack respect Tough home life affects our students We have students who misbehave for attention We have many students with special needs Peer pressure affects our students
FACULTY	Our staff is supportive/caring Our faculty has cliques We have faculty not doing what they should in the classroom We need more student oriented class activities We can change

different neighborhoods. There is one district related theme. Staff members believe their district interferes with school management.

Several themes emerged that are school related. Faculty report that: (a) their school lacks communication and planning, (b) safety is a real concern for staff, (c) their school lacks discipline, (d) "Hallwalkers" (students who roam the halls during class time) are ruining their school, and (e) their principal is not visible in the school. Additionally, staff members believe that teacher absenteeism has a negative affect on their school, and that their school is a "dumping ground" for students that other schools do not want.

Staff perceptions about students indicate that: (a) "good kids" attend their school, (b) their students have no vision for the future, and (c) many of their students lack respect for themselves and others. Faculty members believe that students misbehave for attention, but that many students are fine when dealt with one on one. Finally, faculty members believe that: (a) their students have difficult home situations, (b) many have special needs, and (c) peer pressure negatively affects the behavior of their students.

Several themes emerged from the data that are faculty related. These data reveal how faculty perceive themselves. Staff believe: (a) they offer support and care for one another, (b) cliques and politics divide staff members, (c) there are staff members who are not doing what they should be doing in the classroom, and (d) more student oriented activities are needed. Finally, staff report that they can get things accomplished to make their school a better place.

Madison High School Faculty Work Culture

The psyche. The Madison High School Faculty has watched their school and community change rapidly over the past 10 years. Their feeling of self-worth has changed and they have become a faculty with a relatively low sense of self-esteem. Community and parental support they once enjoyed is no longer there. While staff support each other when the need arises, they do not stick together, and there are many cliques and some politically motivated actions by staff members to contend with. It is their belief that they are not supported by their principal. They report that their principal is not visible in the school and rarely enforces established rules. Staff also believe their school is being used as a "dumping ground" for those students in the district that other schools and the court system consider undesirable.

It appears that due to the many problems faculty members are faced with on a daily basis, ranging from safety and security issues, to student attendance or lack thereof, this faculty does not believe they can adequately perform the task they were hired to do--teach.

Although there appears to be many good teachers on staff, faculty members report that there are many others who have given up or do not give teaching their best effort. Faculty members do not emphasize academics, nor do they discuss ways to improve student achievement. This faculty does not believe there is much they can do to maximize student achievement given the present state of affairs in their school. They feel they have little

control over their present school environment which they indicate does not promote student learning.

Additionally, this faculty does not possess a sense of self-efficacy in the area of school improvement. They want their school to change but they do not know what to do, or how to begin. They do not believe their leadership is strong enough to move them forward, and faculty members have not experienced sufficient success on their own to take a leadership position.

This staff does not perceive themselves as an empowered group. They do not believe they have the leadership or administrative support to improve their school. They blame "downtown" for interfering with school decisions on student discipline that could improve the learning environment of their school. They do not believe they are empowered to gain control over student discipline, or to prevent students from roaming the hallways of their school. It is their perception that "downtown" controls what happens in their school leaving them powerless to control their own destiny.

Faculty members do not appear optimistic about their future chances for success. They realize there are major problems and some political jockeying within their ranks that prevent them from working together successfully. However, they report that there are a number of good people on staff who want things to get better and they are ready to commit to make a difference. Staff are hopeful that they can get on the right track and initiate schoolwide change.

In summary, this faculty does not feel good about themselves and very little else at present. They do not feel good about their inability to help all students succeed academically, or that some faculty members have stopped trying. They do not think they have the ability to manage school improvement and change due to weak leadership and lack of faculty commitment. Staff feel powerless and blame their condition on others, such as, central office and parents who provide little support. Finally, while they are not optimistic about their future, they are hopeful that conditions in their school will improve. Collectively, this faculty does not possess a psyche that is likely to embrace school improvement. However, their struggle to gain control over student discipline and school safety will force them to initiate actions for change.

Group support. There does not appear to be a "sense of family" among staff members at Madison High School, even though they indicate their staff is caring. They offer support to one another when it is needed, but that support is not consistent and on-going. They do not hang together and many report that cliques and petty jealousy among staff members prevent them from working together as a team. They recognize and respect those faculty members who give their all in the classroom. Unfortunately, they indicate that number has dwindled recently.

Student orientation. The Madison High School staff believe many of their students are "good kids" with whom they enjoy working. Faculty believe that it is fruitless to stress academics with many of their students who lack basic social skills and the

fulfillment of basic needs. Therefore, their orientation toward their students focuses on nurturing the personal development of students rather than concentrating on the development of their academic knowledge and skills. Faculty members indicate that the home situation of many of their students place them at risk academically as well as socially.

Faculty members report that they have students in their school who are dangerous and lack respect for authority. They are fearful to approach students they do not know personally. While they report that the number of students that fit into this category is relatively small in comparison to the total student population, these students still have a great deal of influence on many others who would probably not act out if it were not for the negative peer pressure. They also indicate that students who walk the halls in small bands during class time (Hallwalkers) pose safety threats. Constant hallway disruptions on a regular basis interrupt the teaching and learning process. While teachers report there are security officers present in their building, they have little effect on controlling students who are in the hallways when they should be in class.

Success orientation. The Madison High School Faculty does not appear to have a strong orientation to academic achievement. They do not discuss initiatives designed to promote schoolwide involvement for success, or promote innovative teaching methods that could be used to improve student achievement. Additionally, even though students are

required to take a proficiency examination, there is not a schoolwide focus (or classroom focus for that matter) to use that test data to pinpoint areas for improvement.

Furthermore, it appears that many faculty members have not accepted the responsibility for student achievement, or have relinquished that responsibility over time. For example, staff members report that the high teacher absentee rate is due partly to feelings of hopelessness about their students and their school. Teachers indicate that high teacher absences are a case of sheer neglect of obligation, or used as a defense mechanism to help individuals cope with the lack of success they experience with their students.

Faculty members indicate that they want their school to change. However, they believe their most immediate concern is not to change to improve the level of academics being taught, but to improve student discipline and gain control of their school. They appear not to have made the connection that both are related.

This culture appears to have a negative impact on schoolwide improvement and change. Staff do not feel good about themselves or their school. While some faculty indicate they care for their fellow colleagues, and support one another in time of need, collectively, there is no "sense of family" and faculty morale is low. Additionally, this staff has no sense of team. They do not work together to achieve school results. Faculty members have a lack respect for their building administrators. They indicate that administrators do not provide the leadership that is needed for success, and faculty cliques and staff politics make it even more difficult for them to come together on most issues.

The major focus of this staff does not appear to be to improve academics. They empathize with the difficult home situation of most of their students, and therefore, appear to pay more attention to the social growth of their students rather than their academic growth. They report that a great deal of time is expended teaching students the basics in manners, discipline and respect. This faculty does not appear to be achievement driven. They do not use student data to identify areas of change, nor do they believe the faculty is responsible for schoolwide improvement and student achievement.

Middleton High School Themes

Table 15 shows the themes related to the five aspects of the school environment for Middleton High School. There are three community related themes. Faculty members in this school believe that: (a) their community supports the school, (b) more parental support is needed, and (c) their school community is conservative. Themes that are district related indicate many staff members believe: (a) their district interferes with school management, (b) creates more work for their school, and (c) mandates change.

There are several school related themes. These themes indicate some faculty believe that: (a) their school is a "great place" to work, and (b) they have strong administrative leadership. Themes that are school related also reveal that faculty members believe: (a) their school lacks space and technology, and (b) tighter discipline and higher standards are needed. Finally, many faculty members believe: (a) their facility is well kept, (b) their

Table 15

Themes Related to Five Aspects of the School Environment for Middleton High School

MIDDLETON HIGH SCHOOL

COMMUNITY	Supports the school Need parental support Our community is conservative
DISTRICT	Our district interferes with school management Our district mandates change Our district creates work for us to do
SCHOOL	Our school is a great place to work We have strong administrative leadership We lack space and technology Tighter discipline and standards are needed Our facility is well kept Our school is "Big"/fragmented We have low school spirit
STUDENT	We have good kids Our students are conservative Some of our students are apathetic about learning We have students who lack respect for others Our students have attendance problems Our students are working on issues of sexism and racism
FACULTY	We have a solid professional staff Our staff is supportive and helpful We make new staff feel welcome We need more time for professional interaction We have become more inclusive We are not in agreement on school improvement We need more committee support We are better off doing our own thing We have faculty not doing what they should in the classroom We are cynical about change We do not have faculty ready to provide leadership

school is "big" and promotes a feeling of isolation among teachers, and (c) their school standards are slipping.

Faculty perceptions about students are represented in the following themes.

Faculty members indicate that: (a) there are "good kids" at their school who are rather conservative, (b) some students are apathetic about learning, and (c) some students lack respect. Other beliefs held by many faculty members about students reveal that: (a) issues of sexism and racism are getting better among their students, (b) tough home situations affect their students, and (c) many of their students have attendance problems.

Several themes emerged from the data at Middleton High School that are faculty related. These themes reveal staff believe that: (a) they are a professional staff who are supportive and helpful to one another, (b) new faculty are made to feel welcome, (c) more time is needed to have professional interaction, (d) their staff have become more inclusive, (e) they disagree about what constitutes school improvement, (f) committees do not work well in their school, and (g) most faculty are better off doing their own thing. Others themes emerged from the data. Faculty members indicate that: (a) there are some faculty not doing what they should in the classroom for students, (b) staff members are cynical about change, and (c) there are not many faculty ready to provide leadership for schoolwide improvement.

Middleton High School Faculty Work Culture

The psyche. Staff members have a relatively strong sense of self-esteem. Much of their pride is generated from the long-standing tradition of support that their community gives to the school and the faculty. They believe their school is the best in the city and that they help to make it so. Staff members indicate that they are proud of the quality of their faculty. Faculty indicate they are a solid professional staff, and they do good things for students in their classrooms to promote learning. They also indicate that staff members provide support and help to each other whenever it is needed. Furthermore, they believe they are supported by their school administration, which provides them classroom autonomy and opportunities to be involved in schoolwide decisions, all of which is a boost to their self esteem.

There are, however, threats to the self esteem of this faculty. There are those faculty members who believe some staff do not take on their share of school responsibility and are content to let others do all the work. For example, they report that the same people act as chairpersons and serve on numerous committees due to lack of volunteers. To add to that, faculty members report that the size of the building makes them feel isolated, and out of the mainstream.

Faculty member have a sense of self-efficacy in some areas of their work and in other areas they do not have that same confidence. They believe they are strong teachers who are good at their profession. They feel confident working with those students who are

able to produce and achieve academically. Those students are a source of pride for them and a measure of their success. However, there are other areas in which they do not have a sense of self-efficacy. They do not believe they have the ability to help those students achieve whom they perceive to be apathetic about learning, less motivated, or those who are just not academically inclined.

This faculty lacks a sense of self-efficacy in the area of school improvement and change. While there is a lot of talk within the faculty about school improvement, faculty members are not able to get anything accomplished. They indicate that most staff do not have enough time to get involved. Additionally, many on this staff have lost faith in the concept of the Site-based Council as a vehicle for school improvement and change. They indicate that trust was lost when they made the decision not to adopt the seven-period school day, and that decision was eventually overruled by the school board.

This is not an empowered staff. They have support from their principal who encourages them to get involved with making decisions for their school. They do not appear to have the faculty leadership, nor do they believe they have control about what goes on in their school. They believe that it is a waste of their time and energy to get involved with any schoolwide improvement efforts.

Staff members at Middleton High School are not optimistic about the possibilities for change and school improvement in their school. Faculty members believe they are already doing things in their individual classrooms that promote academic excellence. They

are cynical about change efforts and do not believe they work. Many think that if students are serious about learning then it is their responsibility to change. Others are hopeful and believe if initiatives are implemented other staff members will join in to help.

In summary, this faculty is proud of its reputation in the community, the quality of its teaching staff, and its ability to work with students who are academically inclined. Faculty members do not believe they have the ability to manage school improvement and change. They do not believe they have the power to control what goes on in their school and they blame others, such as central office, to avoid taking the initiative to get involved. They are not optimistic that change will occur in their school and appear to be satisfied to do business the way they have always done it. This faculty does not have the mindset that will sustain them through the difficult challenges of school improvement nor do they have at present faculty leaders who are willing to take risks in an effort to promote change.

Group support. Although faculty members are supportive and provide help to others on staff, they are not a cohesive group. They seldom talk as a group and rarely do they socialize. There does not appear to be a sense of family within this faculty. Furthermore, they do not work together to achieve results even though the Site-based Council is an established structure that could facilitate teamwork. There appears to be two sub cultures of faculty members, each with a different philosophy as to what constitutes school improvement. One group believes students need to change if they want to be successful, others see schoolwide changes initiated by teachers facilitating academic excellence. This

faculty also lacks team building skills, such as a decision making process that would allow them to come together on important school issues.

Student orientation. The Middleton staff believe they have many "good kids" at their school whom they like and enjoy working with. Faculty members have over the years developed a nurturing caring disposition toward their students whom they characterize as a conservative group of kids. They believe, however, that they may have compromised academic standards because they report their students do just enough to get by. They indicate they are frustrated and in a quandary as to how to reverse the tide.

Success orientation. Student achievement is a primary focus for this faculty, but it is limited to their individual classrooms. They are not convinced that schoolwide initiatives improve academic achievement for all students. They are cynical about change, and do not feel they have the time to get involved. There has been little effort to examine data or focus on results in order to facilitate continuous improvement. Finally, it does not appear that this staff is ready to take the responsibility for schoolwide improvement that would ultimately improve student learning. Many seem convinced that parents and students are the ones who will have to change in order to improve academic excellence.

The Middleton High School faculty work culture provides some support for school improvement and change. This culture has some strong points. Faculty care for each other, respect each other and provide support when needed. They feel good about themselves and the job they do. They have respect for their building principal and pride in

their school. They believe their school is a great place to be. However, this is not a cohesive staff. There is no sense of faculty togetherness and they rarely operate as a team. They stress academic achievement, but many students are neither excelling in academics nor are pushed to do so. Faculty members rarely use student test data to target areas for improvement and do not share the responsibility for student achievement and schoolwide improvement. Even though their principal has given them every opportunity to get involved and make decisions that would affect their school, they choose not to get involved. Most are cynical about change and do not believe schoolwide initiatives will improve their school.

John F. Kennedy High School Themes

Table 16 shows the themes related to the five aspects of the school environment for John F. Kennedy High School. Themes that are community related indicate that most staff members believe that: (a) their community supports their school, (b) more parental support is needed, (c) their community image is negative, and (d) their school community is fragmented. Two themes emerged from the data that are district related. Faculty members believe their district: (a) interferes with school management, (b) mandates change, and (c) pushes unrealistic initiatives on their staff.

Several themes are school related. Staff members believe: (a) their school is a "great place" to work, (b) their school has an undeserved negative image, (c) their school lacks

Table 16

Themes Related to Five Aspects of the School Environment for John F. Kennedy High School

JOHN F. KENNEDY HIGH SCHOOL	
COMMUNITY	Our community supports the school We have a negative community image Our community is fragmented We need more parental involvement
DISTRICT	Our district interferes with school management Our district mandates change Our district is out of touch with what we do
SCHOOL	Our school is a great place to work We lack a sense of identity and good image We have had too much administrator turnover We lack space and technology Our last principal used us and lacked integrity We need a sense of direction Our morale is down
STUDENT	We have good kids Our kids are not focused and innocent We have students who are apathetic about learning Most of our students are respectful Our students are becoming more transient
FACULTY	We hang together for each other Our faculty members are committed We give our time Our staff is fragmented because of the physical plant Our departments are strong We support our administration We are not against change We are somewhat cynical about change We have a Big Voice in our school we listen to We want leadership We have a structure in place for change We have good ideas We need support

space and technology, (d) their school has experienced too much administrator turnover, (e) their last principal lacked integrity, (f) they are unsure about their new principal (g) their school lacks a sense of identity, (h) they do not have a school agenda right now; and (i) staff morale is low.

Other themes emerged from the data that are student related. Faculty members believe there are "good kids" attending their school who are respectful, and in many ways innocent. However, staff also report that: (a) students are not focused, (b) apathetic about learning, and (c) there is a segment of the student population who are becoming more transient. Also, staff indicate that students need to do a better job of maintaining the building and grounds of their school.

Faculty related themes at John F. Kennedy High School also reveal how faculty members perceive themselves. They believe they are committed professionals who stick together and give their time willingly to help make a difference for students. They indicate that: (a) they are fragmented due only to the physical layout of their school, (b) most of their departments are strong, (c) they are supportive of their administration, (d) they are cynical about change, (e) there is a "Big Voice" in their school that most staff listen to, (f) they have a structure in place for change, (g) faculty members have good ideas, (h) they need the support of their leadership, and (i) they want strong leadership so they can get the job done.

John F. Kennedy High School Faculty Work Culture

The psyche. The John F. Kennedy staff has relatively strong self-esteem. They respect the people with whom they work, and there is a family quality about the way they interact and stick together as a staff. They believe they have a strong teaching staff that is committed to students. They believe faculty members are good at what they do and give their time unselfishly to get things accomplished at their school. However, there are threats to the feeling of self-worth of this faculty. First, they are not pleased by the negative image some people have chosen to give to their community and to their school. Next, this faculty perceives that their district office has a negative view of them. They are not sure how that all came about, but it appears to affect their self esteem nevertheless. Finally, their self esteem is weakened when principals come and go as they have at this school. Faculty members believe they could get more accomplished with a more stability in leadership.

This staff has self efficacy in some areas but lack self efficacy in others. For example, faculty members believe they have the ability to facilitate change and schoolwide improvement. They have already developed a plan and have established a structure that they consider to be a vehicle for change and school improvement. They believe that with support from their school administrator and no interference from their central office, they could be successful with its continued implementation. They have also managed to provide a positive learning atmosphere for their students and they are proud of that. They are not

as certain about their ability to reach a number of their students academically. While they believe they have the best teaching core in the district, their students do not achieve at a substantial rate.

Staff members believe they have a multitude of skills that would help them make a difference in their school, yet they are not empowered. They indicate they are cynical about change and also a little afraid of it. They are not sure which direction their new principal will take them and fear that their district office will exert their influence and interfere in matters related to their school. They believe they have the faculty leadership that would enable them to succeed with school improvement and change, but those persons perceived as leaders have not stepped forward to help implement that change.

This faculty has a sense of guarded optimism. Because they have had so many changes in recent years, and have been unable to get their plans off the ground they are skeptical about being too optimistic. They fear setting themselves up for more disappointment. They are more hopeful that things will begin to happen in their school that will contribute to schoolwide improvement and academic excellence for all students.

In summary, this is a faculty who feels good about themselves and in their ability to handle school improvement and change. They are not as confident or feel as good about their lack of success with helping students achieve academically. They believe they are powerless and blame that condition on frequent administrative turnover at their school and interference from their central office. They are hopeful that changes will occur in their

school. This faculty has a mindset that is receptive to school improvement and change but they will need a push to get started.

Group support. There appears to be strong group support within this faculty. They care about each other and support one another when the need arises. They have a tremendous amount of respect for each other, and they communicate and enjoy each other's company. For example, they often discuss school improvement efforts in committee meetings, in passing, or while having lunch together in the school restaurant. Many of the departments have had success with group initiatives. However, there has not been frequent widespread teamwork that requires input from everyone and they realize their challenge in the near future is to learn an effective decision making technique, such as, a consensus process to help them make effective decisions about their school.

Student orientation. It appears that this faculty has a relatively strong student orientation. They report that they nurture their students, and genuinely like them. They indicate students are innocent and naive in many ways. There is a tendency for staff not to push academics because many students have not overcome the language barrier with which they are faced. There is not a strong orientation toward academics. The transient student population and language barrier that many students have make it difficult for teachers to provide top quality, consistent instruction. However, some teachers are focused in that direction because there is a segment of their student population that can work at a higher academic level. For those who cannot do the work, teachers blame their lack of

achievement on high student absenteeism, lack of parental support, and cultural and language differences.

Success orientation. The faculty at John F. Kennedy High School want schoolwide improvement but they are also afraid of change. They believe they have the ability to handle change, but they do not have a strong sense of what success is supposed to look like in their school. Although they talk about school improvement, they have not committed to it nor do they use student test data to plan improvement efforts. Furthermore, it does not appear that everyone has taken responsibility for school improvement and student achievement and some faculty members are content to let others take the lead, and along with it, the responsibility.

The John F. Kennedy High School faculty work culture provides moderate support for schoolwide improvement and change. This is a cohesive faculty. Staff members like each other and they offer support to others when the need arises and there is tremendous respect for colleagues. They have relatively strong group support. Because of frequent administrative turnover in their school this staff has learned how to stick together. They have a veteran staff who have developed a close caring relationship over the years and have managed to avoid becoming a faculty of cliques. They work well together in their individual departments, but have not found it quite as easy to work together as a whole group on schoolwide issues.

Students are well liked by this staff who also respects their diversity. However, academic achievement is sometimes compromised due to that diversity. Teachers blame language barriers, and home situations for students' lack of achievement. In addition, they do not examine student data to pinpoint areas of weakness to focus change efforts. This faculty wants change but have become cynical about change. They have had many false starts directed toward school improvement and change in their school, but have not quite accomplished what they set out to do.

Summary of Findings

Findings Related to Themes

Five specific foci of culture that emerged from the data are: community, district, school, students, and faculty. These foci were determined early in the interviewing process and remained consistent in all 10 schools.

Findings Related to Theme Frequency

Across the 10 high schools common, shared and unique themes emerged. Common themes are those present in 7 to 10 high schools. Shared themes are those that emerged in three to six high schools, and unique themes emerged in one or two schools.

Findings that are Community Related

There are two common themes that are community related across the 10 high schools. In nine schools faculty members believe that *their community supports the school*. This perception is supported by the following theme terminology reported by staff from

various schools. They report that: "People in this community care about and support the school," "Our parents care about education," and "Our community supports the school."

In seven schools faculty members believe that although the community supports the school, *more parental involvement is needed*. They said such things as: (a) "We do not get the parent support we need," (b) "Parents tend to not interfere very much but we wish we had more involvement and support," (c) "We do not have the parental support we need," and (d) "We wish there were more parental involvement."

One shared community related theme emerged in five schools. In these schools faculty members expressed the belief that *their community is changing* and indicate that the change has a definite impact on their school. In different schools they report that: (a) "The community is changing and we need to meet the needs of these changing students," (b) "We really do not have a community anymore; the new boundaries changed everything," and (c) "This community has changed dramatically in the last two decades."

Unique themes represent differences among the 10 schools. Four unique community themes emerged in two schools. Two schools report that their community is segmented and that affects the parental involvement in the school. They indicate that: "We are a small, rural and segmented town; it's a really different kind of place," and "Our school is in many projects." Faculty members wonder if their school has lost some of its significance to community members due to the dispersed school community. There were two schools in which faculty members believe their community has a negative image. In

their words they indicate that: "The community image is not positive," or that "their image is not good." Staff in two other schools report that their school community is conservative. Also, in two schools the faculty believe their school unifies the community. In these schools faculty reported that: "Their school is a unifying force in the community," or that "Their school is the center of the community."

There are themes unique to one school only. In one school the faculty belief was that powerful parent groups interfere. Faculty members in this school report that these powerful parent groups "get their way around here." This faculty apparently believes they are not empowered to make decisions because powerful parents would override their decisions. Finally, faculty in one school indicate that *their community is stable, tight and special*. These perceptions held by faculty members about their community reflect the faculty's attitude and beliefs about their community, and suggests the type of relationship that exists between the school and community.

Findings that are District Related

There was one common district theme. Faculty members in seven schools report that *their district mandates change*. Many believe it is a waste of time to try to make decisions at the school level because of district control. These are common sentiments: (a) "Downtown calls many of the shots and there is a lot of politics; (b) "They make too many decisions and are responsible for much of the change that affects the school; and (c) "Downtown gets in our way; there are too many top-down mandates."

There is one shared district theme. It is the belief of faculty members in five schools that *their district interferes with their school*. One faculty reports that their central office makes it hard for them by interfering with things like suspension and expulsion. Another faculty believes that the school board and district office controls their school and has too much say about what goes on there. Still another reports that central office is a thorn in their side because they justify their existence by creating more work for them to do.

Several unique themes emerged from the data and reveal much about the personality of these faculties and the differences between them. For example, in one school faculty members express several beliefs about "downtown." They report that: (a) their superintendent is trying to ruin their district, (b) downtown is trying to bust their union, (c) they are not provided direction from their downtown office, and (d) they have an overall lack of trust for central office. Although this faculty indicates that their central office does not interfere with their school affairs and also encourages decentralized decision making, they appear to find reasons to be in conflict with their central office. Additionally, they indicate that they do not feel empowered, nor do they want to make decisions that will make them responsible for school improvement. Instead, they appear to blame downtown for their problems.

The perception of another faculty is that they are treated unfairly by their central office. They believe *they not are provided the resources* that other schools are provided,

and they appear to blame downtown for their shortcomings. A unique theme that emerged in yet another school is the perception of staff that *their district plays politics with their school*. Staff believe that certain faculty members have influence with board members, and according to them, that makes it difficult actually know what the real agenda is in their school. Others on staff do not believe this to be true, but the perception of most faculty is that downtown calls all the shots. Although in one school faculty members believe *their downtown supervisors are helpful*, they too report a *lack of trust for central office* due to the fact they are not sure whether or not their existing school program will be permitted to continue.

Findings that are School Related

One common theme is school related. Faculty members in seven schools believe that *their school is a great place to work*. While some point out a number of things wrong with their school, they quickly indicate, nevertheless, that their school is a great place to be. Staff members in various schools report: (a) "It is a great place: I would not want to be anywhere else in the city" (b) "We are here because we want to be," (c) "This is a great place to be," and (d) "This is a very good school and I enjoy working here."

Shared themes emerged in seven schools. In five schools faculty members believe *they have an undeserved negative image*. It was reported that for some schools this image is a part of their long-standing history and for others it has been based on incidents that have happened in their school more recently, and others are not sure how that image came

to be in their school. Faculty members in five schools also believe that *their school is changing or going through a period of transition*. Two shared themes emerged in four schools. Faculty report *they have strong leadership and administrative support*. They report that these leaders are visionaries who care about kids, do good things for the teachers and the school, and have strong values. Also, staff in four schools believe that they: (a) they need tighter discipline, and (b) need to raise standards for their students. In three schools, staff members indicate: (a) they lack space and technology, (b) they need more planning time and better communication, and (c) their school is "big" and they feel isolate.

Unique themes reveal the differences between schools. These themes emerged in one or two schools. Three schools stand out from the rest as a result of their uniqueness. In one school, faculty report that *safety is an issue* for them because their school has no discipline. They indicate that "Hallwalkers," students who walk the halls in groups, disturb classes and disrupt the learning process by causing excessive noise and trouble in the hallways during class time. Faculty in this school believe *their school is a dumping ground for other schools in their district*. They indicate that they get students from other schools and from the court system who have severe behavior, learning or emotional problems. They indicate that *teacher absenteeism is extremely high*, and that it is probably an unintended consequence as a result of the disorder in the school. Furthermore, they report most of the discipline problems occur because *their administration is not visible*. They report that in the school leadership is lacking.

In a second school where a number of unique themes emerged, staff members indicate that there is *low school spirit among teachers and students*. They also believe that *safety is an issue in their school*. Faculty members report that they are concerned about their safety after school hours when students from other schools attend their school for special course work and then hang around unsupervised. Faculty members also report that their school is not kept as clean as they would like for it to be and that may contribute to low morale and school spirit.

In yet another school where unique themes emerged frequently, faculty report that: (a) they have four schools in one because of the unique curriculum that divides into four distinct areas, (b) they believe their school really works, (c) their school has a college atmosphere that promotes and encourages learning, and (e) faculty members at their school socialize and they have fun together.

In two schools staff members indicate that *their school unifies the community*. They report that parents and students revere their school as a special place. Several themes are unique to one school only. Faculty members report that: (a) their school has a great reputation, (b) they have excellent support services, (c) their school is a safe haven for students, (d) their school is a traditional school, and (e) their school lacks administrative follow-through on changes that are designated to occur in their school.

Findings that are Student Related

“We have good kids” is a common student related theme that emerged in all 10 schools. However, in 9 of the 10 schools faculty report that: (a) far too many students are apathetic about learning, and (b) some students are have a lack of respect toward others. In faculty's words they report: “We do have some students who ruin it for others”; “While most kids are respectful we have some who are not and many whose language is inappropriate”; and “There are a number of kids who are disrespectful and we do not seem to be able to do much about it.”

Three themes are shared. In five schools staff believe that tough home situations affect how their students perform in school. Staff in three schools indicate that: (a) they have diversity within their school, and (b) their student population is becoming more transient.

Nine themes are unique. Three themes are unique to two schools. In these schools, faculty report that: (a) they have many special need students, (b) their students respect their building, and (c) they have concerns that there are racial issues among the students. Other themes are unique to one school. In one school staff report that (a) students want to attend their school, and (b) most of their students are motivated. Faculty in yet another school report that their students are not focused, but they are still innocent in many ways. Other unique themes indicate that faculty members believe: (a) students need to take

better care of their building , (b) some students do not want to be at their school, and (c) peer pressure impacts their students in a negative way.

Findings that are Faculty Related

In 10 schools a common theme that emerged from the data reveals that faculty members do not have a decision making process. In nine schools staff report they are uncertain about change. Eight schools report staff members are supportive, and caring. There are other common themes. In seven schools staff report: (a) they have faculty cliques, (b) their school has dedicated staff members, and (c) they accept the individualism of other staff members.

One shared theme that emerged in six schools indicates there are faculty members not doing what they should in the classroom. Faculty members in five schools indicate they do not have enough time, and in five schools they disagree with the leadership style of their principal. In four schools faculty members report: (a) their morale is low, (b) their staff is cohesive; they stick together like family, and (c) they have classroom autonomy. Shared themes in three schools reveal that teachers believe: (a) they have individuals on staff who are blockers of progress and change, (b) they are tough on new staff members, (c) they do not celebrate success well, and (d) there is very little time to socialize with other staff members.

Several unique themes emerged from the data that are faculty related. They are unique to one school only. These themes reveal faculty members belief that: (a) they

communicate, (b) respect is given to those who teach well, (c) they are cantankerous, (d) they are on the right track with change, (e) they need better working conditions, (f) they want leadership, (g) their staff is unique, diverse, and eclectic, (h) staff trust level is low, (i) they have strong faculty leadership, (j) they are not empowered, (k) their school structures work for them, (l) their departments are strong, (m) they socialize well together, (n) they need to change, (o) their staff has few cliques, (p) they need a sense of direction, and (q) they are proud of their diversity.

Findings Related to the Psyche

Most of the high schools in this study do not have staff whose psyche supports school improvement and change. Of the 10 schools, staff in 7 schools do not have a psyche that supports school improvement. The psyche reflects the collective mindset or personality of the school that is determined by the beliefs, values and basic assumptions held by faculty members. Four elements represent the psyche; self-esteem, self-efficacy, empowerment, and optimism.

While there are threats to faculty self-esteem, the data indicate that of the 10 schools in this study, 7 schools have staff with relatively strong self-esteem. Three staffs have low self-esteem. Three schools have self-efficacy in their ability to engage in school improvement initiatives while seven schools do not.

Empowerment appears to be an element that is lacking in the psyche of faculty in eight schools. These staff are cynical about change and do not believe they have the ability

to control their own destiny. They blame others for their lack of empowerment and appear to believe that a heavy workload, lack of time, teacher isolation, and district mandates prevent from taking control of affairs in their school. Only in two schools do staff believe they are empowered and have the faculty leadership necessary to implement change and make decisions about their school.

Optimism reflects the group's view of their future chances for success. Three schools are optimistic about the future while seven are somewhat hopeful. When all four elements of the psyche are taken into consideration; self-esteem, self-efficacy, empowerment, and optimism, the data indicate that across the 10 schools in this study, three schools have a psyche (or personality) that is open to schoolwide improvement and change, and seven school faculties do not.

Findings Related to Group Support

Across the 10 schools, group support is not strong. The extent to which the staff cares about one another, have respect, provides support, functions as a team, and develops a sense of family (sticks together) determines their level of group support. These elements vary across schools, but were not strong as evidenced. Only in two schools do group support appear to be strong.

Faculty members in eight schools believe that their faculty expresses a caring attitude for fellow colleagues, two schools do not. Of the 10 schools, 7 indicate that

faculty members offer support when needed, but most of the time support is only extended within departments.

Schoolwide team support is lacking in 8 of the 10 schools. In these schools staff cliques, faculty factions, lack of time, blockers of progress, politics, and the lack of a decision making process prevent a concerted schoolwide team effort. The data indicate that two schools have faculty that appear to have the potential to function together as a team. Finally, of the 10 schools, only 4 appear to have developed a "sense of family" that allows them to stick together as a cohesive group.

Findings Related to Faculty Orientation to Students

Across the 10 schools, staff orientation to students vary. The extent to which faculty members nurture their students and stress academics are the two elements that determines their orientation toward their students. In five schools faculty members place heavy emphasis on academics but do not tend to nurture their students, while in five schools, faculty members nurture students but there is a lack of emphasis on academics. Staff in only one school appears to be able to maintain a balance between stressing academics and nurturing students.

Findings Related to Faculty Orientation to Success

The schools in this study vary in their orientation to success. Although they stress academics and the accomplishment of outcomes, that focus is not on schoolwide outcomes, but rather, outcomes geared to individual classrooms.

Of the 10 schools presented in this study, only two are open to change and implementing new ideas schoolwide. The use of data to guide improvement practices is not a common occurrence in most of the schools. In fact, only 2 schools of the 10, focus on outcomes, consequences and continuous improvement. The other eight schools do not look at results, lack a plan for continuous improvement, and do not accept obligation of duty for schoolwide improvement.

Findings Related to the Faculty Work Culture

The culture of each school is determined by the collective belief system of faculty members which is then manifested into norms of behavior, or the expected way to do things within the organization. The culture cannot be determined by one aspect of the environment, but takes into account all elements that impact individuals as their values, beliefs, and basic assumptions are being tested and developed over time. A productive school culture is one that promotes schoolwide improvement and change. The culture in each of the 10 high schools in this study is different as it is impacted by the aforementioned elements.

The faculty work culture of the 10 schools in this study provide varying degrees of support for schoolwide improvement and change. Of the 10 schools, 2 schools have a culture that strongly support schoolwide improvement and change, 1 provides moderate support, 2 provide some support, 4 provide little support, and 1 school culture has a negative impact on schoolwide improvement and change.

Summary

The research results of this study are presented by dividing Chapter IV into four major sections. The first section presents common, shared and unique themes across the 10 high schools. These themes emerged from interview data and reveal the beliefs, values, and basic assumptions held by staff which ultimately determines group behavior that influences the culture of the school. Tables were used to present the data that fell into five distinct categories identified as community related themes, district related themes, school related themes, student related themes, and faculty related themes.

The second section of the chapter identifies school theme terminology for individual schools. Again, tables are used to present the data that emerged during the interviews at each high school. Following the school themes, the elements of the faculty work culture are presented using descriptive data from key points in the interviews, themes, and final written reports to describe the culture of each school. The School Culture Profile was used during analysis to determine the strength and valence of the concepts that constitute the psyche, group support, student orientation, and success orientation. The results indicate the extent to which the culture in each school supports school improvement and change. Finally, the third section of Chapter IV presents the summary of the major findings and the chapter is concluded with the chapter summary.

CHAPTER V. SUMMARY, DISCUSSION, LIMITATIONS, AND RECOMMENDATIONS

This chapter is designed to provide a summary of the study and findings, followed by a discussion and implications of the findings. Limitations of the study and recommendations for further practice and further research conclude the chapter. The central purpose of this study was to examine the faculty work culture in 10 selected comprehensive high schools across the United States. The study sought to identify common, shared, and unique themes across the 10 schools, describe the work culture in each school, and determine the relative strength and valence of specific school work culture elements and factors.

Summary of the Study

Qualitative research methods were used in the conduct of this study to examine the values, beliefs and deep assumptions held by school staff. Those values, beliefs and assumptions develop into a ways of thinking which impacts norms of behavior, and ultimately shapes the culture within the school. This research was conducted on-site in 10 selected comprehensive high schools located in four different geographical regions of the United States, and in one area of Canada.

The schools are large comprehensive high schools with student populations ranging from 1,400 to 2,500 students. Except for their willingness to learn more about the culture of their school, no other special criteria was used in determining school participation in this

study. The schools were a representation of urban, inner city, and rural comprehensive high schools. The socio-economics of the communities in which the schools belonged ranged from high to low, and the student population of the schools varied in terms of race and ethnicity.

This researcher, along with the professor who guided the work, Jim Sweeney, spent a total of 50 days collecting data; five days in each school during Phase I of this two-phase study. Individual and focus group interviews that lasted approximately 45 minutes per session were the primary source of data collection. Combined, individual interviews involved 290 staff members and focus group interviews involved 365 staff members, for a total of 655 staff who were interviewed across the 10 schools.

All certificated and non-certificated personnel in each school were invited to participate in the interviews with the assurance that anonymity would be provided by not using names in the study, and by using pseudonyms when referring to the schools. The use of open-ended questions allowed the participants to respond from their own perspective (emic). During Phase I analysis of the data, the two researchers combined their perspectives (etic) to gain meaning from the data that were collected to identify key points and themes that emerged from the individual interview and focus group data.

Themes, the key beliefs and values define specific elements of the culture. Those elements clustered into five foci that emerged early in the study and remained consistent throughout in each of the 10 schools. The foci are (a) community, (b) district, (c) school,

(d) students, and (e) faculty. The data from each foci in each school were used to provide a rich description of the culture in each school. Neither observation data nor artifacts were used in the analysis of data.

The second phase of the study was designed to verify the accurateness of the findings derived from Phase I. Key participants, those with special knowledge of their school, were provided the opportunity to react to a preliminary report of their school culture and make suggestions on the tone and language in the report. Other staff who did not participate in the first phase interviews were invited to review the themes during Phase II and comment before the final report was written. The final school culture report was then presented to staff.

Further analysis of the data was done by this researcher using the *School Culture Profile*. The *School Culture Profile* is a list of elements and related factors that when used to analyze data from each school aided in determining to what extent the culture in each school provides support for school improvement and change.

Summary of Findings

The data were triangulated throughout the study to establish its validity. A detailed summary of all major findings is presented in Chapter IV of this study. A summary of those findings is presented next.

1. Common themes emerged from the data and are present across the ten high schools. Themes that emerged in 7 to 10 schools are identified as common. These themes

emerged in each of the five foci (community, district, school, students, and faculty) that were present in each of the schools. Common themes reflect staff beliefs and include the following: the community supports the school, more parental support is needed, the school district mandates change, the school is a great place to work, many students are apathetic about learning, many students lack respect, a decision-making process is lacking, and faculty cliques exists.

2. Shared themes emerged from the data. While shared themes are not as prevalent across the ten schools, they were deemed significant enough to warrant further examination and discussion. Shared themes are identified in three to six schools. Shared beliefs of staff in these schools include the following themes: their community is changing, their district office interferes with their school, their school has a negative image, their school is going through a transition, tighter discipline and academic standards are needed, their school is big and isolates staff, some teachers are not doing what they should in the classroom, and staff do not have enough time.

3. Unique themes also emerged from the data. Themes were identified as unique if they emerged in one or two schools. These themes reveal the differences between schools. Some of these themes include the following: powerful parent groups interfere, the superintendent is ruining the district, the school unifies the community, students are motivated, and staff is on the right track with change.

4. Staff across the 10 high schools do not possess a psyche that supports school improvement and change. In three schools the psyche of staff supports school improvement and change while in seven it does not. The four elements of the psyche are self-esteem, self-efficacy, empowerment, and optimism. Across the 10 schools, staff do not believe they have the knowledge to improve the school (self-efficacy), the expertise, commitment, and freedom to control their own destiny (empowerment), or that their future chances for success is very good (optimism).

5. Across the 10 schools the data indicate that caring, support, and respect are the strongest elements of group support. The weakest elements of group support were "team" and "sense of family." Staff working together as a team appeared in only 2 of the 10 schools, and the belief that staff are cohesive and has a "sense of family," emerged in four of the ten schools.

6. The data indicate that staff members in most of the schools do not provide equal attention to the personal development and academic achievement of students. The extent to which staff promote the personal development of students (nurture), and develop the knowledge and skill of students (promote achievement) characterizes their student orientation. Of the 10 high schools, in only 2 did staff believe they maintained a balance between the personal development and academic achievement of students.

7. A faculty's orientation toward school improvement and excellence is a reflection of its orientation to success. Eight of the 10 schools do not have a strong orientation to

success. They do not strive for the accomplishment of outcomes schoolwide, are cynical about change and their eagerness to try new ideas and practices, do not focus on results to plan change, do not focus on continuous improvement, and do not accept obligation or duty for schoolwide initiatives.

8. When considering the elements and factors that reflect the values, beliefs, and basic assumptions of staff in toto, the culture in the 10 high schools in this study provides varying degrees of support for schoolwide excellence and change.

Discussion

School culture incorporates the shared values, beliefs, and deep basic assumptions held by staff members. Over time, these shared elements develop into a pattern of thinking that determines norms of behavior, daily staff interactions, the ability of the organization to adapt to its environment, and the overall effectiveness and productivity of the school.

When deep assumptions of staff are left unattended or unchallenged concerning values and beliefs that support best school practices, inertia may prevail within the organization, and staff may rely on what has worked in the past to maintain a state of organizational equilibrium, even if school context and external environmental factors change and call for very different solutions to school success. But, when the school culture is understood and nurtured, sustained productivity and effectiveness results (Cunningham & Gresso, 1994; Lightfoot, 1983; Louis & Miles, 1990).

In a recent report titled *High School Restructuring: A National Study*, Cawelti (1994) found that in 3,380 high schools, changing only the structures and processes of these schools produced little change in their effectiveness, and that most high schools reflect little change over time. Before any school innovation can work, the culture of the school must support change (Cunningham & Gresso, 1994). School culture becomes a focal point from which all decisions to improve schools must flow.

In this study of 10 comprehensive high schools, interviews and focus groups were used to assess the values, beliefs, and deep assumptions of staff; the foundation of culture. Those data provided a rich description of the culture of each school. Further analysis of the data in each school using the *School Culture Profile* show that the culture provides varying degrees of support for school improvement and change. In schools where elements of the culture appear to promote positive ways of thinking, and thus, norms of behavior that support school improvement and academic excellence, staff appear more open to school change and ways to help students succeed. School with fewer positive culture elements do not support school improvement and excellence as well.

Since the level of acceptance of change varies from strong positive to negative among these 10 schools, the strength and valence of culture elements indicate the schools that can adapt to a changing environment and needs.

Of the 10 high schools in this study, only two schools reflect a culture that provides strong support for school improvement and change. Elements of these cultures

are predominantly strong and positive. Staff in these two schools possess a positive psyche (a way of thinking) that reflects a strong sense of self-esteem, and a sense of self-efficacy for school improvement. Staff in these schools are empowered and have a take charge attitude. They seek and acquire the expertise that allows them to gain knowledge and skill in order to be successful. They are committed to their school and students, and they appear to be in control of, and optimistic about, their future chances for success.

Other characteristics of the culture in these two schools that are positive and support change and excellence are strong group support, the faculty's positive student orientation, and their strong success orientation. When faculty thinking is strong and positive within a school culture, staff norms of behavior appear to support change for improvement. The culture in these two high schools (Southeast and West High) provides strong support for school improvement and have specific elements that support school improvement and change.

There are reasons the elements of these two cultures are positive which makes them productive. First, both have strong principal leaders who sustain the culture by articulating and modeling the pervasive values, and beliefs operating in their school. These leaders provide an atmosphere where risk taking is encouraged to improve school effectiveness, and staff members are empowered not only to assist one another and think creatively, but additionally, to take on leadership roles beyond the classroom.

Culture and leadership are intertwined. Schein (1992) posits:

Once the cultures are formed, they determine the criteria for leadership and determine who will and will not be a leader. But if cultures become dysfunctional, it is the unique function of leadership to perceive the functional and dysfunctional elements of the existing culture and to manage cultural evolution and change in such a way that the group can survive in a changing environment. (p. 15)

School leaders should be knowledgeable of school culture and understand the complexity of the change process. Furthermore, principal leadership alone is not enough to sustain cultural change. It takes a critical mass of staff who are directly involved with the education of students to develop a culture that supports school improvement and change.

Second, since culture evolves and is learned over time, the history of the school provides insight into coping strategies and assumptions that are most valued by staff members as they work through problems and crisis situations (Schein, 1992). These values are the foundation of the culture that exists within these schools. The leadership and staff (most are veteran teachers) in both of these schools have dealt with past crises that have helped to form the values and deep assumptions that now characterize the positive culture of their school.

To allow the culture in these two schools to continuously provide support for change and excellence, the leadership challenge for principals and others in the school with leadership roles will be to continue to provide opportunities for staff involvement in school decisions, promote staff interactions that build group support and cohesiveness, communicate information that contributes to the knowledge base of teachers, empower staff, and provide feedback to staff that motivates and acknowledges core beliefs and values. All are activities that appear to strengthen the culture.

The remaining eight high schools in this study have cultures that provide moderate to no support for school improvement and excellence. One school has a negative influence, the data show that in this school beliefs and values do not support change and excellence. Changing the culture in these schools may require the simultaneous use of multiple approaches that meet the needs of each school. While there are no prescriptions for what works best in a particular high school to strengthen the culture, there are certain concepts, such as a positive psyche, group support, a good student orientation, and a strong success orientation, that can lead to school improvement and change.

These concepts are made strong when certain factors facilitate new learning that produces shared values and beliefs for the group. These activities may include developing clear patterns of communication, encouraging cohesiveness, establishing trust and support, empowering staff, and increasing the circle of staff involvement and leadership.

School culture is the foundation for school improvement. It produces the performance and shapes the structure and behavior of the school. Shaping the culture of these high schools requires determining those factors that need to be shaped and those that need to be maintained. Recognizing that it is the culture that determines a productive school may provide a framework in which other schools can work to strive for continuous improvement and excellence.

However, each school is different and has a personality that is influenced in part by a history of shared learning, school leadership, and the context in which the school is

embedded. Therefore, each school must solve its problems through its own culture taking into consideration the values, beliefs and deep assumptions held by staff.

Limitations

The following limitations should be considered by others if attempting to find application of these findings to other settings. Limitations related to this research include:

1. It may not be possible to generalize the findings of this study to all comprehensive high schools.
2. A limited amount of time was available for the site visits and data collection process.
3. This study examined the perceptions of staff members within each school at a specific point in time and does not show changes over time.
4. Neither the perceptions of students, parents, or community members were examined in this study. All have an impact on the school, and thus, the culture of the school.

Recommendations for Practice

In examining the findings of this study, the following recommendations seem useful for further practice in these comprehensive high school settings.

1. Schools with strong positive cultures should monitor their basic assumptions at intervals to ascertain if they continue to be aligned with school goals. These schools should

also select appropriate strategies that reinforce values and beliefs conducive for a productive school culture.

2. Schools seeking to improve the culture of their school should conduct a culture audit to discover the pervasive values and beliefs that hinder change and academic excellence. This will enable staff to understand the degree to which their values and beliefs impact the culture and productivity of their school.

3. Cultural leadership training may assist principals and other school leaders in recognizing the existing culture in their school, and to understand ways to strengthen and shape it. (team building, decision-making, using data to plan improvements).

4. Staff development activities should provide staff with knowledge and skills to enhance the culture of their specific school.

Recommendations for Further Research

Qualitative inquiry often raises more questions than it gives answers. This study is no exception. As a result, the following recommendations are suggested for further research.

1. A follow-up study in all or selected schools that participated in this study may reveal if there are significant changes in the pervasive values and beliefs of staff and of the culture of the school as a result of this investigation.

2. Future studies conducted in comprehensive high schools of different sizes and geographical locations are need to determine if similar findings are present in those schools.

3. An examination of parent, student, and community beliefs, values and assumptions should be examined to determine the impact on the culture of a school chosen for further investigation.

4. Investigate the culture of a high achieving comprehensive high school using several team members and extending the on-site visit to determine if elements of the psyche, group support, student orientation, and success orientation are consistent with the findings of the productive schools in this study.

5. Consider the use of the process applied in this study as an organizational corporate personality diagnosis.

6. Conduct further studies of high school culture using the anthropological approach of living in the high school and interacting with the context to get a better view of the culture.

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To every thing there is a season,,
and a time to every purpose under the heaven...

Ecclesiastes 2:3

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Special appreciation goes to the more than 600 school personnel who participated in this study.

**APPENDIX A. LETTER TO THE SIX HIGH SCHOOL PRINCIPALS
IN THE MIDWEST SCHOOL DISTRICT**

March 12, 1993

Dear:

Our meeting with your School Based Council at the District Staff Development Center on March 3, 1993 generated good discussion about our High School Culture Audit. There were many question asked and we hope those questions were answered to your team's satisfaction. However, we could not answer the questions that came up several times about follow-through by the principal and implementation of suggestions that may occur as a result of the audit. Although you indicated to use your support for the audit, we did not feel comfortable speaking on your behalf and suggested that your council check with you to get an understanding of your level of commitment for the audit.

Enclosed you will find materials related to the audit. If you feel additional information is needed for your staff to make a decision whether or not to participate in the culture audit, I will make myself available to meet with faculty. It will help me immensely in planning my schedule if you notify me of your decision by Monday, March 22, 1993. You can reach me at 294-4375 or 294-4871. I look forward to hearing from you.

Sincerely,

Jim Sweeney
Professor

cc: Dr. _____, Executive Director, Middle/High School Programs
_____, Asst. Director, Middle/High School Programs

/jkh

APPENDIX B. PRINCIPALS INTENT TO PARTICIPATE LETTER

May 10, 1993

(Inside Address)

Dear _____:

We are very pleased that your school is going to participate in the culture audit and are very excited about the work that we are going to do together. Enclosed in this communication is the tentative list of the high schools that will be participating in the audit. We believe it is going to make a difference for your school and want to do everything we can to make the audit successful. It will take considerable preliminary preparation to ensure that we do this well together. Below are three suggested activities for ensuring its success. Please review them and follow as closely as you can. If any of these is a problem, please call so we can discuss how to go about it in another way.

I. Designate Contact Person and/or Group

We would like to work through a faculty group with a contact person. We are suggesting this for these reasons: (1) it will promote faculty ownership and receptivity, (2) faculty will be very helpful in helping us to be sure we ensure confidentiality, minimize disruption, and enable the audit to be conducted most effectively and efficiently and, (3) it will reduce strain on the principal and assistant principals. We would like to have a contact person. Would you please designate a faculty member to work with us or assign the task to an existing group. Provide us with the name of the contact person(s) or ask her or him to contact us. You may wish to have them deal with the other request in the communication.

II. Provide Scheduling Information

We will be spending five consecutive days during each semester. We want to be sure to avoid times that are bad for faculty or that will not provide us an opportunity to observe school activities. Would you please use the enclosed calendars to indicate those times during which there are vacations/holidays, or other dates that you consider to be undesirable for the visitation. We will make a tentative schedule and return it to the contact person for final approval.

III. Collect Artifacts for Examination

One of the ways that the culture can be determined is by examining artifacts such as school policy, procedures, etc. Enclosed is a list of the artifacts we would like to examine. Please understand that we do not want or expect you to provide any information that you do not now have in a form you can give us. We suspect that this information is available because it is typically required by central office or others. If you encounter a problem please contact us. We will return anything that you need returned but would prefer to keep it.

It would be greatly appreciated if you would collect these artifacts and get them to us by the end of the semester year.

Thanks so much for you help. If you have any questions please call Jim Sweeney at 295-4871 or Sandra Barnes at 294-2917. Looking forward to doing great things together.

Sincerely,

Jim Sweeney

Sandra Barnes

School Culture Audit - Artifacts

Please examine each type of artifact and the specific information for each. Please check each category where you have provided the information requested and indicate the information you do not have. Please also identify information you have provided that was not asked for.

- | | |
|--|-----------------|
| 1. Information about the following: | Please
Check |
| A. THE CITY/COMMUNITY - Information you have describes the makeup of the community and area (if appropriate) that the school serves. If you are in Des Moines, we do have information about the city and school district but need information about "the community" served by your school. | _____ |
| B. SCHOOL FACULTY AND STAFF - (1) Names of all faculty and staff with position; (2) Data re age, gender, ethnicity of faculty and staff, not of individuals but that representing the group. Anything else you have that would be helpful to us as in developing an understanding of the faculty and staff. This could include organizational charts or other information. | _____ |
| C. STUDENTS - Data re (1) Number of students per grade, ethnicity, free and reduced lunch, or whatever you use to identify disadvantaged students, (2) a summary or whatever data you use for achievement - could include test scores, ACT or SAT scores, Merit scholars, number going on to college, 2 and 4 year, and whatever else would help describe the student population. (Plus anything else you think would be helpful.) | _____ |
| 2. Other important information sources (recent sources - amount and type you believe would be helpful): | _____ |
| *Students handbook(s) describing policies, procedures, discipline, etc. | _____ |
| *Faculty handbook(s) describing policies, procedures, etc. | _____ |
| *Parent newsletters and/or other parent communication vehicles | _____ |
| *Recent (within 3 years) survey results - parent, faculty/staff and students | _____ |
| *Principal's weekly bulletins to faculty/staff or students and/or other regularly used communication vehicles. | _____ |
| *School improvement plans including mission statement, goal, minutes | _____ |

APPENDIX C. CALENDAR CONFIRMATION LETTER AND DATES

August 17, 1993

Dear:

The enclosed calendar represents a finalized schedule of dates indicating when we will visit your school to conduct the culture audit during the Fall and Spring semesters of the upcoming 1993-1994 school year. We thank you for your cooperation and we look forward to working with you.

If you have any questions, please do not hesitate to call Sandra Barnes (515) 294-2917 or Jim Sweeney at (515) 232-4583.

Sincerely,

Jim Sweeney
I.S.U. Professor of Ed. Admin.

Sandra Barnes
Research Associate

HIGH SCHOOL CULTURE AUDIT CALENDAR ACTIVITY SCHEDULE

PHASE I

WEEK OF:**VISIT NO.**

OCT.	4, 1993	1
	11, 1993	2
	18, 1993	3
	25, 1993	4
NOV.	1, 1993	5
	8, 1993	6
	15, 1993	7
	22, 1993	
	29, 1993	8
DEC.	6, 1993	9
	13, 1993	10

Phase II

JAN.	3, 1994	1
	10, 1994	
	17, 1994	2
	24, 1994	3
	31, 1994	4
FEB.	7, 1994	5
	14, 1994	6
	21, 1994	
	28, 1994	7
MAR.	7, 1994	8
	14, 1994	9
	21, 1994	10
	28, 1994	

**APPENDIX D. INFORMATION LETTER TO PRINCIPALS
AND CONTACT PERSONS**

August 31, 1993

To: Principals and Contact Persons
From: Dr. Jim Sweeney, Iowa State University
RE: Culture Audit

Sandra Barnes and I are gearing up for our visit to your school this semester. We need your help. Below are request and supplementary materials that you may wish to use in fulfilling these requests. Please examine them carefully and call if you have questions, (515) 294-5450. We will be in touch at least one week prior to the visit to be sure that the necessary elements are in place. Thank you in advance for your assistance.

Rooms

We would like 2 rooms in which to conduct the interviews. These rooms need to be large enough to hold 6 people and need to be available all day. We would like a circular table, an outlet and an easel with newsprint in each room.

Scheduling

We need your help in scheduling interviews. The enclosures should be helpful in developing the schedule. First, please read the copy of the memorandum to staff so that you have a better understanding of how this will work. Unless you have serious concerns with something on the memorandum please copy and distribute to staff at the appropriate time in the most effective manner. It should go to anyone who is a full or part-time certificated or noncertificated staff member. We want to give any and all a chance to participate so that we can see the work culture from all sides. Please schedule noncertificated staff in with certificated staff in the small group sessions.

Enclosed is a sample five day schedule to give you an idea as to how we would like to schedule the five days. This is not intended to be a rigid schedule but to provide an example of how it might be scheduled. We would like to interview from 70 to 100 staff member in small groups and about 35 or more teachers individually. We also want to have a ninety minute interview with the principal and to interview all assistant principals individually. Obviously the interview times will have to be adjusted to fit your schedule. We are giving you license to schedule it as you see fit and then would like you to send it to us when it is completed so we can make adjustments, if necessary. We would like to have one free period per day scheduled so we can visit the faculty room or other places.

Page 2 - Principals and Contact Persons

when it is completed so we can make adjustments, if necessary. We would like to have one free period per day scheduled so we can visit the faculty room or other places. If there is a faculty meeting or other very significant event, we would like to be present. It would seem advisable to have some flexibility on Friday and to not schedule anything after 1 P.M. on Friday. Again, if you have questions please call.

Concerning the one-on-one interviews - we would like to talk to key people but realize that this is a sensitive area and do not wish to jeopardize the project by hurting someone's feeling or appearing to stack the deck. We will leave the scheduling of individuals up to you and will be happy to interview whoever is available. Please do include one or two noncertificated staff in the one-on-one interviews.

Please do develop the scheduling procedure that will work for you and use the memorandum to provide the necessary background information.

Final thought. We built in some time at the beginning of the first day to meet with the contact persons and discuss details. We hope earlier conversations will put is in a position where that is sufficient. We will be happy to meet with you earlier should you think it advisable. Please do contact Sandy (515) 296-7291 or me (515) 232-4583 if you have questions.

APPENDIX E. CULTURE AUDIT LETTER TO ALL STAFF

August 31, 1993

TO: All Staff
FROM: Dr. Jim Sweeney, Professor
Iowa State University
RE: Culture Audit

During the week of November 1-5, 1993 I will be in your school to conduct Phase I of the culture audit. Sandra Barnes, an ISU Ph.D. student, and I will be interviewing teachers and other staff members to collect information about the culture of your school that will be helpful to your school. We will be returning the second semester to conduct more interviews. The audit is designed to provide you with information that will help you to better understand your school work culture and the factors that appear to influence your culture. It will be very valuable as you continue to work towards providing the very best environment and learning for your students. To further clarify what will happen during the audit I have provided below, answers to frequently asked questions about the audit.

1. How and when will the information be collected?

We will conduct one-on-one and small group interviews. The contact person(s) in your building will be asking you to participate and to provide days and times when you are available for a 45 to 50 minute interview. We want these to be held at a time that is most convenient for you. We will also be walking around and collecting information about the environment by observing the physical setting and interactions within the building. We will not observe any classrooms unless someone asks us to visit his or her classroom.

2. How will the interviews be conducted?

The one-on-one interviews will consist of open ended questions about the culture. Sandy and I will ask questions and take notes. We would also like to tape record each session but will only do so with your permission. The tape recording will help us to further examine the data; it is difficult to take notes that capture all the important information provided. We will not ask your names nor will you be identified in any way. The small group interviews will not be tape recorded. We will collect your ideas by putting them on newsprint.

3. Who will have access to the data?

The data are the property of the researcher and will only be shared with your school staff. No data about your building will be shared with central office or others. Data used in reporting the research will not identify buildings by name.

Page 2 - All Staff

4. Do I choose to participate?

Participation in interviews is voluntary. The contact person(s) will provide you an opportunity to participate and we hope you will be a participant; we need to hear from everyone. Should we be unable to schedule you in Phase I, we will do our best to schedule you for an interview in the second semester. At the beginning of each interview you will receive an informed consent form clarifying responsibilities and process. Your signature formalizes your voluntary consent to participate.

5. What will happen with the results?

A written report will be prepared as soon as possible but definitely during this school year. The report will describe the facets of the culture and identify factors influencing the culture. Suggestions for strengthening the culture will be provided if requested. I will present and discuss the results to staff and/or building level teams if requested. I am willing to continue to work with staff to strengthen the culture if I can help in any way.

Trust is an elusive but essential element if we are to collect valid information about your culture. I have two major goals in completing this project. The first is to provide information that will be helpful to you in improving your school and the quality of worklife. The other is to learn something that will be helpful to faculty and staff in other high schools. I look forward to meeting and working with you.

APPENDIX F. SAMPLE DAILY INTERVIEW SCHEDULE

HIGH SCHOOL CULTURE AUDIT DAILY INTERVIEW SCHEDULE

Day 1 - Monday

<u>Time</u>	<u>Prin/Asst</u>	<u>Small Group</u>	<u>One-on-one</u>	<u>#Staff</u>
A.M.				
8:15 - 9:00		1 (5)	1	6
9:15 - 9:45		1 (5)*		5
10:00 - 10:45			2 (1 each)	2
11:00 - 11:45		1 (5)	1	6
P.M.				
12:00 - 1:30				1
1:45 - 2:30		1 (5)	1	6
2:45 - 3:30			2 (1 each)	2
Daily				
Sum Total		<u>20</u>	<u>7</u>	<u>1</u>

*One Auditor Free

Interviews conducted in separate rooms.

HIGH SCHOOL CULTURE AUDIT DAILY INTERVIEW SCHEDULE

Day 2 - Tuesday

<u>Time</u>	<u>Prin/Asst</u>	<u>Small Group</u>	<u>One-on-One</u>	<u>#Staff</u>
A.M.				
8:15-9:15			2 (1 each)	2
9:15-9:45		1 (5)*	5	
10:00 - 10:45		1 (5)	1	6
11:00 - 11:45		1 (5)	1	6
P.M.				
12:00 - 1:00				1*
1:00 - 1:45			2 (1 each)	2
1:50 - 2:35			2 (1 each)	2
2:45 - 3:30		1 (5)*		5
Daily				
Sum Total		<u>20</u>	<u>8</u>	<u>1</u>

* One Auditor Free

**HIGH SCHOOL CULTURE AUDIT
DAILY INTERVIEW SCHEDULE**

Day 3 - Wednesday

<u>Time</u>	<u>Prin/Asst</u>	<u>Small Group</u>	<u>One-on-one</u>	<u>#Staff</u>
A.M.				
8:15 - 9:00			2 (1 each)	2
9:15 - 9:45		1 (5)	1	6
10:00 - 10:45		1 (5)		5
11:00 - 11:45			1*	1
P.M.				
12:00 - 1:30			2 (1 each)	2
1:00 - 1:45		1 (5)		5
1:50 - 2:35			2 (1 each)	2
2:45 - 3:30		1 (5)	1	6
Daily		_____	_____	_____
Sum Total		20	9	1

*One Auditor Free
Interviews conducted in separate rooms.

**HIGH SCHOOL CULTURE AUDIT
DAILY INTERVIEW SCHEDULE**

Day 4 - Thursday

<u>Time</u>	<u>Prin/Asst.</u>	<u>Small Group</u>	<u>One-on-One</u>	<u>#Staff</u>
A.M.				
8:15-9:15				2
9:15-9:45		1 (5)*	1	6
10:00 - 10:45		1 (5)		5
11:00 - 11:45			2 (1 each)	2
P.M.				
12:00 - 1:00			2 (1 each)	2
1:00 - 1:45		1 (5)	1	6
1:50 - 2:35		1 (5)	1	6
2:45 - 3:30			1*	1
Daily		_____	_____	_____
Sum Total		20	8	2

* One Auditor Free

**HIGH SCHOOL CULTURE AUDIT
DAILY INTERVIEW SCHEDULE**

Day 5 - Friday

<u>Time</u>	<u>Small Group</u>	<u>One-on-One</u>	<u>#Staff</u>	<u>Prin/Asst.</u>
A.M.				
8:15-9:15	1 (5)*		5	
9:15-9:45		2 (1 each)	2	
10:00 - 10:45		2 (1 each)	2	
11:00 - 11:45	1 (5)*			
P.M.				
12:00 - 1:00				1
Daily				
Sum Total	<u>10</u>	<u>4</u>	<u> </u>	1

* One Auditor Free

Interviews conducted in separate rooms.

Iowa State University

(Please type and use the attached instructions for completing this form)

- containing more than one year.
Sandra Barnes
Dr. Jim Sweeney
Typed Name of Principal Investigator
9/20/93
9-20-93
Date
Signature of Principal Investigator

Professional Studies N229 Lagomarcino 294-5450
Department Campus Address Campus Telephone

- | | | |
|--------------------------------------|---------|--|
| 3. Signatures of other investigators | Date | Relationship to Principal Investigator |
| | 9/20/93 | Major Professor |

4. Principal Investigator(s) (check all that apply)
☒ Faculty ☐ Staff ☒ Graduate Student ☐ Undergraduate Student
5. Project (check all that apply)
☒ Research ☒ Thesis or dissertation ☐ Class project ☐ Independent Study (490, 590, Honors project)
6. Number of subjects (complete all that apply)
 ___ # Adults, non-students ___ # ISU student ___ # minors under 14 ___ # minors 14 - 17 ___ x other (explain)

Subjects are adult volunteers from each school.

7. Brief description of proposed research involving human subjects: (See instructions, Item 7. Use an additional page if needed.)

- See Attached.

(Please do not send research, thesis, or dissertation proposals.)

8. Informed Consent: ☒ Signed informed consent will be obtained. (Attach a copy of your form.)
☐ Modified informed consent will be obtained. (See instructions, item 8.)
☐ Not applicable to this project.

9. Confidentiality of Data: Describe below the methods to be used to ensure the confidentiality of data obtained. (See instructions, item 9.)

No personal identifiers such as names or code numbers will be used while collecting the data. All interviews and small group sessions will be conducted in a private setting.

10. What risks or discomfort will be part of the study? Will subjects in the research be placed at risk or incur discomfort? Describe any risks to the subjects and precautions that will be taken to minimize them. (The concept of risk goes beyond physical risk and includes risks to subjects' dignity and self-respect as well as psychological or emotional risk. See instructions, item 10.)

There are no procedures involved in this study that would cause participants any risk or discomfort.

11. CHECK ALL of the following that apply to your research:

- ☐ A. Medical clearance necessary before subjects can participate
- ☐ B. Samples (Blood, tissue, etc.) from subjects
- ☐ C. Administration of substances (foods, drugs, etc.) to subjects
- ☐ D. Physical exercise or conditioning for subjects
- ☐ E. Deception of subjects
- ☐ F. Subjects under 14 years of age and/or ☐ Subjects 14 - 17 years of age
- ☐ G. Subjects in institutions (nursing homes, prisons, etc.)
- ☐ H. Research must be approved by another institution or agency (Attach letters of approval)

If you checked any of the items in 11, please complete the following in the space below (include any attachments):

Items A - D Describe the procedures and note the safety precautions being taken.

Item E Describe how subjects will be deceived; justify the deception; indicate the debriefing procedure, including the timing and information to be presented to subjects.

Item F For subjects under the age of 14, indicate how informed consent from parents or legally authorized representatives as well as from subjects will be obtained.

Items G & H Specify the agency or institution that must approve the project. If subjects in any outside agency or institution are involved, approval must be obtained prior to beginning the research, and the letter of approval should be filed.

Last Name of Principal Investigator Sweeney**Checklist for Attachments and Time Schedule**

The following are attached (please check):

12. ☒ Letter or written statement to subjects indicating clearly:
- a) purpose of the research
 - b) the use of any identifier codes (names, #'s), how they will be used, and when they will be removed (see Item 17)
 - c) an estimate of time needed for participation in the research and the place
 - d) if applicable, location of the research activity
 - e) how you will ensure confidentiality
 - f) in a longitudinal study, note when and how you will contact subjects later
 - g) participation is voluntary; nonparticipation will not affect evaluations of the subject
13. ☒ Consent form (if applicable)
14. ☐ Letter of approval for research from cooperating organizations or institutions (if applicable)
15. ☐ Data-gathering instruments

16. Anticipated dates for contact with subjects:

First Contact

Last Contact

9-4-934-11-94

Month / Day / Year

Month / Day / Year

17. If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased:

Month / Day / Year

18. Signature of Departmental Executive Officer Date Department or Administrative Unit

James L. Sweeney 9/20/93 Professional Studies in Education

19. Decision of the University Human Subjects Review Committee:

☐ Project Approved☐ Project Not Approved☐ No Action RequiredPatricia M. Keith

Name of Committee Chairperson

Date

Signature of Committee Chairperson

APPENDIX H. SITUATIONAL QUESTIONS GUIDE

SITUATIONAL QUESTIONS GUIDE

MEMBERSHIP

Belonging

- * When you think of the faculty as a whole do you think you will feel a sense of loss when you leave them?
- * Is there a group within the school with whom you will feel a sense of loss when you leave?
- * How do you feel when you are at a faculty social function? Professional function?

Respect

- * The term "professional" is sometimes used to describe someone who is skilled, committed, and ethical. How "professional" is this faculty?

Cohesive

- * What do you suppose would happen if this group was faced with a decision where they had to do something that gave individuals or a small group an advantage as opposed to getting less but hanging together?
- * How often does the faculty do things that tickle your funnybone? How much fun do you have around here?
- * If your success in this school depended totally on teamwork how successful would this faculty be?
- * If a potential faculty member were to ask you if there was trust within the faculty what would you tell him or her?

GROUP SUPPORT

- * If I were to come here to work how much would others share materials with me?

Help me if I was having problems in the classroom?

- * Would it be unusual for them to provide help with instruction? To ask for instructional help?
- * If I was hurting would others reach out to me?
- * Do people around here care for others as people? How do they do it?

LEARNING ORIENTATION

- * If I came here would I find a great number of people who really are into learning about teaching? About school improvement?
- * Do people around here try to learn more about how to be an effective school?

PROBLEM ORIENTATION

- * What happens around here when one of the important change efforts runs into big problems?
- * Around here is conflict about school matters brought to the surface or buried?

CHANGE ORIENTATION

- * Do faculty members spend a lot of time talking about the good old days?
Do they accept that much needs to be done to prepare students for the future?
- * If somebody suggested a change with great potential that had a fifty-fifty chance for success what would happen?

ACHIEVEMENT ORIENTATION

- * Is there much talk about success around here? What is said?
- * If the board leaves it up to the faculty how would the faculty measure success?
- * Around here do faculty teach students, or subjects?
- * If I send my son to _____ can he get by with a minimum of effort? Will he be pushed to do his best?

STUDENT ORIENTATION

- * If I ask most student in this school if the faculty cares about them and to give examples of why they feel that way what do you think they will say?
- * If you had a son or daughter who was a minority how would you feel about her or him attending school here?
- * Do all students have an opportunity to be successful in this school or is there some kind of favoritism?
- * What are some of the ways that staff provide support to students? What proportion of staff? To what extent?
- * If you were a student in this school would you find learning fun and exciting? Why?
- * How important is reinforcing student success around here? What are the most successful things done?
- * How important is it to make school fun and enjoyable? What happens around here to make it so?
- * What gets done to make students feel important?
- * Do people in this school work to get students to try to be successful?

SELF EFFICACY

- * Can teachers reach all these kids? Can you? Can you reach them if the students try? why not?
- * Do you have the skills and abilities to be successful with your students?
- * How important is it that these students learn in high school?
- * Will school improvement result in better student learning?

APPENDIX I. VALUES, BELIEFS AND NORMS GUIDE

VALUES, BELIEFS AND NORM GUIDE

Below are key values, beliefs, and norms and elements that frame the examination of the work culture in the school. Each is followed by questions to serve as a guide or indicator for the specific factor within the element.

Membership : The extent to which members trust one another, experience a sense that they are a respected member of an important and enjoyable school-wide effort.

1. Do they feel a sense of belonging?
2. Do they respect colleagues and feel respected?
3. Do they hang together?
4. Do they try to make their work fun and enjoyable?
5. Do they work together as a team? (School wide)
6. Do they trust one another?

Group Support: The extent to which staff shares, supports, helps one another, and cares about one another.

1. Do they assist one another in professional and other matters?
2. Do they provide professional and personal support to one another?
3. Do they share professional materials and strategies to improve in their work?
4. Do they care for one another?

Learning Orientation: The extent to which staff members strive to acquire the knowledge and skills needed to provide for success in the work place individually and as a team. (School wide)

1. Do individuals strive to acquire important knowledge and skills about practice and the organization?
2. Do they work as a team to acquire important knowledge and skills about practice and the organization?

Problem Orientation: The extent to which the staff views problems as friends, copes with problems, and deals with conflict.

1. Do they perceive problems in a positive light and use deep coping?
2. Do they deal with conflict to solve organizational problems?

Change Orientation : The extent to which the staff is oriented to the future and to take risks to improve processes, structures, and the work technology.

Values, Beliefs and Norm Guide -- 2

1. Are they past, present or future oriented?
2. Do they strive to improve the school and the quality of whatever needs to be improved to improve the school?
3. Are they willing to take risks?

Achievement Orientation: The extent to which staff wants to achieve success, sees results representing student learning as the measure of success, and is committed to quality.

1. Are they committed to achieving success?
2. Are they willing to measure success in terms of results that reflect student learning?
3. Are they student oriented or do they focus on content or other factors?
4. Do they high standards for students and for their work?

Student Orientation: The extent to which staff cares about students, expects all students to do their best and learn, supports students, provided them meaningful work, recognizes their achievements, provides a stimulating and enjoyable environment, and works to make all students feel they are important members of the school.

1. Do they care about students?
2. Are all students important?
3. Do they provide students needed personal support and support student learning?
4. Do they have high expectations for all students?
5. Do they try to make learning meaningful and exciting?
6. Do they reinforce student accomplishments?
7. Do they try to make the school an enjoyable place to be?
8. Do they help all students feel they are important members of the school?

APPENDIX J. RESPONDENT CONSENT FORM

Purpose of the Audit

The purpose of this "high school audit" is to provide you with information that will help you better understand the culture in your school and the factors that appear to influence it. With the help of reviews of your school's policies, observations of programs and events, and interviews with faculty, staff, and administrators, the researchers will develop a detailed description of the culture in your high school. We would like to talk with you for about an hour about topics related to culture.

I, _____ understand that
(please print)

1. the information obtained during this project will be summarized for the purpose of writing a report for this institution and also to be used in a dissertation.
2. the recordings and notes obtained in the interview will not be reviewed by anyone other than the researchers.
3. my participation in this study is voluntary. I understand that I may withdraw at any time by speaking to an investigator and any information collected from me will not be used in the study.

I agree to participate in this research project according to the preceding terms.

(Signature)

Address _____

Telephone _____

I agree to conduct this research according to the preceding terms.

Researcher _____

Date _____

Address _____

Telephone _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Interview No. _____

2. What else was salient, interesting, illuminating or important in this contact?

3. What values surfaced in the interview?

4. Additional comments or thoughts?

School _____

Interview No. _____

APPENDIX M. INDIVIDUAL INTERVIEW STEPS

1. Greet and thank - Talk a little bit about you and me.
2. Culture Audit
Interview Purpose and Process
Explain Tape Recorder
Informed Consent
3. Work culture explanation
 - * Beliefs, values, and norms
 - * Way we do things around here, as it relates to work
 - * MEMBERSHIP, SUPPORT, LEARNING, PROBLEMS, CHANGE, ACHIEVEMENT, STUDENTS
4. What happening?
Why important?
How strong?
Why important?
5. Open - ended
 - * What?

6. Process Probes

- *Encourage and elicit
- *Clarify
- *Check for understanding
- *Summary statements

Content Probes

- *Tell me more
- * Why?
- * Who?
- * How?
- * When?

7. Summary

Thank You

Please do not share

If you think of more, feel free to come back and share

Reminder of second semester visit

Have a great day!

APPENDIX N. FOCUS GROUP INTERVIEW STEPS

FOCUS GROUP STEPS

1. Thank you
2. Culture Audit explanation
Focus group prupose and process
Informed consent
3. Work Culture explanation
*Beliefs, Values, and Norms
*Way we perceive things and do things around here as it relates to work
*MEMBERSHIP, ACHIEVEMENT, LEARNING, STUDENTS, PROBLEMS,
CHANGE, SUPPORT
Explain newsprint
4. Inturn responses on newsprint
5. Open - ended questions, questions and probing
6. Summary

Thank You

Next Semester

Great Day

APPENDIX O. THANK YOU LETTER TO ALL STAFF

October 4, 1993

To: Staff, _____ High School
From: Jim Sweeney and Sandra Barnes
 ISU; Culture Audit

Our sincere thanks for opening up your school and to all of you who shared with us during this week. We appreciate your candor and your graciousness and hospitality. We learned a great deal about your school and look forward to our visit the week of February 14, 1994. Best wishes for a great, great semester.

JS/jb

APPENDIX P: SCHOOL CULTURE PROFILE SHEET AND PROFILE MATRIX

SCHOOL CULTURE PROFILE

PSYCHE

Self Esteem

Self Efficacy

Empowerment

Optimism

GROUP SUPPORT

Caring

Respect

Support

Team

Family

STUDENT ORIENTATION

Nurturing

Achievement

SUCCESS ORIENTATION

Achievement

Change

Results

Improvement

Responsibility

Adapted from: Jim Sweeney, Document; Iowa State University: Unpublished
1994, date.

